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ABSTRACT

The Career Life Development Center (CLDC) developed at Virginia Western Community College was designed to serve both enrolled students and non-student residents of the locality. The following eleven program components were implemented: career counseling interviews; curriculum-based counseling strategies; diagnostic center; individual career information profile; career information center; cooperative education; college work study; college placement office; public radio and other outreach strategies; supplemental programming for professional staff development; and program evaluation. The study sought to identify (1) selected personal and demographic characteristics of CLDC users; (2) CLDC services utilized; (3) users' attitudes and opinions toward specific aspects of the Center; and (4) any users' comments and/or opinions concerning CLDC. The study population consisted of 512 persons who had used at least one of the CLDC's services. A mailed questionnaire (appended) was used as the survey instrument. Approximately 48% of the population returned the questionnaire. The data identified sex, age, race, educational status, and employment status of the respondents. Results indicated that the services most often used were testing (40%), occupational information (25%), and career counseling (25%). The attitudes and opinions of the users indicated positive support for all aspects of the CLDC and overall satisfaction with the services offered. (Numerous program materials and correspondence are appended.) (Author/BM)

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VIRGINIA WESTERN COMMUNITY COLLEGE

CAREER LIFE DEVELOPMENT CENTER

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ABSTRACT

Educational institutions can no longer view themselves as dispensers of only academic instruction. From within the field of education and from external sources, pressures have been exerted to shape a new responsibility for schools. This responsibility entails the onus of preparing students for life, as well as training them in the disciplines. Of the facts subsumed under life preparation, education about and for careers is receiving much attention. It was with the assistance of the United States Office of Career Education that Virginia Western Community College set forth on the task of demonstrating a career education program on its campus.

Career education is still in its formative stage. Because the local project was to be demonstrative, a number of strategies were planned. Some of these strategies proved to be more effective and feasible than others as had been expected. It was through such field testing that Virginia Western's project, with the 80 other career education programs funded by OCE in 1975-76, was to provide a proving ground for the concepts of career education.

Virginia Western, as part of the Virginia Community College System, recognizes its responsibility to provide educational opportunities and services to not only its enrolled students, but also to residents of its entire service area. It is in keeping with the broad definition of a client population that VWCC's career education program, Career Life Development, was conceived and implemented.

Career education was directed at both on and off-campus groups, for under the VWCC model, both were potential beneficiaries. Indeed, VWCC believes that individuals not enrolled in college, especially the unemployed, underemployed, and dissatisfied employed, are in as great a need for career education as enrolled students. To accomplish this multi-facted task, eleven (11) program components were designed and implemented. Most components were flexible enough that they could serve to the advantage of

both student and non-student populations. Below is a listing and a brief description of each component:

COMPONENT 1 - Career Counseling Interviews

Each new student of Virginia Western Community College is required to have a personal meeting with one of the staff members of the college's Office of Student Development. During this interview, academic, personal, economic, social and environmental aspects of the student's educational program are discussed. Career plans are discussed in relation to these above listed factors, and strategies for overcoming obstacles are developed. Students who are identified as requiring in-depth career counseling are referred to the Career Life Development Center (Component 5) or General 298 - Career Development (Component 2). Non-student residents of the Roanoke region may take advantage of similar career counseling at no expense.

COMPONENT 2 - Curriculum-Based Counseling Strategies

Five (5) counseling courses are offered to assist students in acquiring career-related decision-making and job-seeking skills. They are General 100: Orientation, General 298: Personal Development, General 298: Career Development, General 298: Personal Development for Mature Women and General 299: Job Entry Techniques. All of these courses are offered for credit, and at least one is required in all diploma programs at the College. The issues addressed in these courses support and complement the career education activities of the teaching faculty in the academic classroom.

COMPONENT 3 - Diagnostic Center

Standardized assessment of interests, aptitudes, career-relevant personality and achievement provide important input to the career decision-making process. Psychometric instruments appropriate for such evaluations are made available to students and non-students in accordance with

counselor-determined "prescriptions." Assessments are interpreted to each individual in a counseling environment, with emphasis placed on further career exploration and education based upon the result of the diagnosis.

COMPONENT 4 - Individual Career Information Profile

A computer-generated profile is produced for each student enrolled in General 100: "Orientation." Input data are respondent-identified aptitudes, based on the U.S.Department of Labor classification. Output is a listing of occupations which minimally require the designated levels of aptitude, as determined by the U.S.Manpower Administration. For each occupation listed, the Dictionary of Occupational Titles code is listed. This permits easy access to information about the occupation, which is filed in the Career Information Center (Component 5) by DOT codes.

COMPONENT 5 - Career Information Center

Information about the work environment, duties, training requirements and employment trends of a multitude of occupations is housed in the Career Information Center. Various media are used to present material that assists the user in gathering data and in vicariously exploring the world of work. This Center is located in close proximity to career counselors, who are constantly available to assist users in their information searches.

COMPONENT 6 - Cooperative Education

A Cooperative Education program allows students to experience first-hand work activities in a selected occupational area. The rewards of on-the-job experience are augmented with a salary and academic credits. This bridge between the academic and the work worlds results in a system of collaboration with area employers. Emphasis is placed on personal as well as occupational growth for the Co-op student. Students are provided with a forum to develop good work habits, and also are provided *in vivo* experience in the field of work for which they are academically preparing.

COMPONENT 7 - College Work Study

Another opportunity to acquire first-hand knowledge about the world of work is afforded to students through a work-study program. Low-income students are placed in jobs which assist them in earning funds necessary for college attendance. The program is coordinated by the Financial Aid Officer, who attempts to make job placement germane to a student's occupational goals. An opportunity for supplementary financial aid is thus married to work environments. This results in a financial resource, as well as an established work history and training in good work habits.

COMPONENT 8 - College Placement Office

Within the Career Life Development Program, placement activities direct users toward rewarding and satisfying employment opportunities. The VWCC Placement Office conducts this function. More than serving as just an employment broker, the VWCC Placement Office continues the process of career education. The Placement Office provides the actual transition from the academic environment to the work world, for which the student has been preparing. Moreover, it assists in the career education process while the individual is still a student, by helping to expand occupational options.

COMPONENT 9 - Public Radio and Other Outreach Strategies

VWCC is fortunate to have on its campus WVWR-FM, a National Public Radio station. Through announcements and progress developed by the Career Life Development staff and aired over WVWR, students and non-students are impacted with career education material. Other methods of outreach include toll-free telephone service to the Career Information Center for the benefit of residents outside the immediate calling district. Liasion activities with community and state agencies permit their clients to benefit from the career education services of Virginia Western.

COMPONENT 10 - Supplemental Programming for Professional Staff Development

The Career Life Development staff is not isolated in VWCC's career education effort. An effective CE program dictates knowledgeable and enlightened Administrative, Faculty and Student Development staffs. In order to provide familiarity with CE concepts to college personnel, several workshops have been conducted by resource personnel from Virginia Polytechnic Institute and State University. Ongoing communication across campus continues to elaborate and systematize VWCC's Career Education Program.

COMPONENT 11 - Program Evaluation

Evaluation efforts are largely focused upon the question "Did users of the Career Life Development Program obtain what they needed to further their career education?" A survey conducted by the VWCC Office of Institutional Research indicated that indeed, recipients of Career Life Development services seemed better prepared for career decision-making, and were more aware of the realities of work.

INTRODUCTION

Realizing the important role that Career Education plays in the over-all educational process, Virginia Western Community College designed and established the Career Life Development Center (CLDC) on its campus. The CLDC is the coordinating office for career education activities at the college and also extends its services to non-student residents of the locality.

The design that the CLDC was established upon draws from many viewpoints and ideas as to what Career Education should be at a community college. Funded by the U.S. Office of Career Education, the CLDC's primary mission is to demonstrate the application of CE in a setting such as Virginia Western. Thus, the systems used have no precedents to follow, since the CLDC attempts to be an innovator that establishes precedents. Learnings from this project were many, and still others are to be derived by others who attempt to utilize the model of the CLDC.

A caution that should be given to the reader of this report is that the CLDC does not pretend to have discovered "truths" about how to apply Career Education. Career Education is a broadly defined endpoint; the means to it have no dogmas. New methods of applying Career Education are still sorely needed, and it would be expected, as in any endeavor, that later attempts will draw upon the work of past designs to produce a better methodology.

Another caution is necessary. The great bulk of national Career Education effort has been directed to the Elementary and Secondary levels. Post secondary CE is nonetheless important, but there are far fewer resources to draw upon. What is effective for high school students is not necessarily effective for the "mature" learner.

Dealing with a public school faculty is vastly different than dealing with a college faculty. The plethora of CE material published for younger students is not appropriate for college students. Practitioners in post-secondary settings are required to develop different systems, realizing the potential benefits that CE can provide for the college environment. The systems, however, should be designed with the uniqueness of the college in mind.

MAJOR ACTIVITIES

During the course of the grant period, situations arose that necessitated special consideration. Supplemental objectives were formulated to address these situations. This portion of the report will firstly identify and elaborate upon the supplemental objectives. Then, progress on the original program objectives will be cited.

SUPPLEMENTAL OBJECTIVES

Supplemental Objective #1--<u>The project director will devote more of his duties to organizational and administrative activities.</u>

Steps taken to meet this objective were a release from teaching load for the project director, diminishing his counseling load by assignment of more clients to other CLDC counselors and seeking out guidance from experienced administrators. These measures resulted in permitting a more effective administration of the CLDC program and concomminently, increased efficiency of effort.

Supplemental Objective #2--<u>A unity of purpose will be established among CLDC staff.</u>

Efforts towards this objective were largely conducted by the

establishment of weekly staff meetings for CLDC personnel. Areas of concern were discussed and communication of individual activities were reported. The resignation of one staff member in April created the potential for a discontinuity of CLDC operations. However, largely through staff meetings and the improved channels of communication, the replacement staff person was quickly integrated into the project and disruptions to the program were minimal.

Supplemental Objective #3--Staff's understanding of the concepts of Career Education will be improved. Since CE is a relatively recent innovation, and since many of its postulates are now only starting to be refined, indepth knowledge of writings on CE was not possessed by all staff. Authoritative material was acquired by the CLDC to remedy this situation. Reports from staff indicated progress on this objective. Subsequently, this knowledge was instrumental in implementing the CLDC programs.

Supplemental Objective #4--Contact with recipients of CLDC services will be maintained. The mid-year evaluation of the CLDC indicated that after initial benefits from contact with the CLDC, some clients did not experience continued gains in career education. Follow-up was initiated with the result that those CLDC users had an on-going opportunity for CLDC service. Clients who returned to the CLDC used the continued contact to confirm their career plans to that point, or, in some instances, define a new direction.

Supplemental Objective #5--Greater emphasis will be placed on classroom infusion. Although infusion of CE into the academic mainstream was not the major direction of the program, it became evident that infusion activities would be important in furthering the overall goals of the CLDC. Attention given to this objective included individual meetings with faculty, explanation of CE at Division meetings

and collaboration with selected faculty for CE activities in their classes. Progress on this objective is seen from the heightened interest in CE by a portion of the faculty.

Supplemental Objective #6--Efforts will be made to evaluate available CE material at the post-secondary level. This objective arose from the fact that much of the available CE material for student use is designed for elementary and secondary school levels. A consultant was engaged by the CLDC to evaluate existing material and seek new material where appropriate. Evaluation was based on the consultant's experience with career materials and also on discussions with users. The conclusions drawn were that, in most cases, the material was not totally suitable and moreover, there appeared to be no suitable material available for post-secondary levels. While it was not within the scope of the CLDC to develop new material, upgrading was accomplished when possible.

PROGRAM OBJECTIVES

Objective #1-- To demonstrate a useful and replicable model for career education in the community college and other institutions of higher education.

As reported in the interim performance summary, Virginia Western Community College had established an on-campus facility known as the Career Life Development Center. The usefulness of the entire model, of which the CLDC is the hub, appears to be determinable. Its year of operation has established the CLDC as an indispensable facility on campus. A visible example of its value is the college's continuation of the CLDC with local funds after the termination of USOCE funding.

Many institutions who had requested information on Virginia Western's model were listed in the semi-annual report. Schools that have adopted components, particularly Corning Community College

Corning, New York, ha[redacted] had favorable experience[redacted] Replicability appears to be inherent in the CLDC model.

Objective #2--To demonstrate effective and cost efficient methods of providing career counseling services to diverse college student populations, with particular emphasis on meeting the career education needs of the "new student," low income, handicapped, veterans, women, minority students and senior citizens.

The CLDC has continued to provide direct and supportive career education services for special populations at VWCC. A total of 971 new students have enrolled in General 100: Orientation, a curriculum based counseling strategy. The goals of Genl 100 include that the student will be able to understand the importance of communication in school and in work and that the student will be able to clarify his/her values as they relate to work. The student is also expected to demonstrate sound job seeking skills. Realizing that the degree of assistance necessary to achieve these goals varies among "new students," the CLDC has designed student-guided modules for General 100 on Career Development and Job Seeking Skills. These modules will allow the motivated, self-starter to gain from career education experiences outside the group structure of General 100, and thus obtain academic credit via a "learning module" approach of acquiring such skills.

Differential career counseling is provided for other special populations. Immediate career concerns are often more paramount to low income, minority, and women students, especially if they have the responsibility of providing for a family. The immediacy of their need for career education is in contrast with the process orientation usually associated with career development. Identifying potential employers, resumé writing, and interviewing skills are among the employment-obtaining needs of this client segment met by the CLDC.

Special population groups are referred to the CLDC by on and off-campus offices. VWCC's Project Step Up (Special Services) has integrated much of its career counseling efforts for handicapped and low income with that of the Career Life Development Center. Additional low income clients are referred by TAP (Total Action Against Poverty). In collaboration with TAP, the CLDC is providing career education for TAP's alternative school. Special programming in General 298: Personal Development for Women and activities in cooperation with the YWCA's Women's Resource Center provide services for women who are faced with career decisions. The VWCC Office of Veterans' Affairs and the Veterans Administration Hospital utilize the CLDC as a referral source. The Virginia Division of Vocational Rehabilitation similarly utilizes the CLDC for the career needs of a portion of its clients.

Objective #3--To demonstrate efficient institutional coordination of diverse approaches to career education in the Community College and other institutions of higher education.

Career education activities are conducted by other offices on the campus, but the formation of the CLDC has created a focal point for such activities. Cooperative Education and the Placement Office work with the CLDC to provide an orchestrated CE experience. These two offices provide the real world work experience that is often conceived and fore-shadowed by CLDC activities.

Faculty look to the CLDC as a source of encouragement in their CE efforts. The CLDC career education effort on campus is the first of this type. It is recognized by the campus as a valuable resource to be drawn upon. Being in this central position, overseeing the diverse approaches is possible and coordination activities are enhanced.

Objective #4--To demonstrate effective and cost efficient methods and systems of career information storage and retrieval.

The CLDC's Information Center is the storehouse of career reference materials on campus. Pamphlets and brochures are filed by Dictionary of Occupational Title Codes. This permits a standard system of incorporating new material into existing files.

It has been found that occupational information quickly becomes out-dated. Costly investment in much commercially available material thus appears to be self defeating. Direct requests for information to professional organizations, labor unions, industries, and governmental agencies are used to compile an inexpensive data base. Caution is exercised in evaluating the accuracy and value of such material, however.

Agreement with the VWCC library permits storing career information books in the CLDC. Check-out of material is accomplished through the library and channeling back to the CLDC is done automatically upon return of the material.

An excellent medium of providing interesting and current occupational information is by video-taped interviews with local workers. Insight is given into the human quality of work and identification of pros and cons of particular occupations are realistically presented. Work attitudes and values are further imparted by this means of presentation.

Objective #5--To demonstrate effective methods of disseminating relevant career information to students and to the community.

A variety of media have been utilized to accomplish this objective. Public service announcements over Virginia Western's FM radio station, WVWR, and over commercial stations have provided a means for wide dissemination. CLDC staff have collaborated with production personnel at WVWR to braodcast a series of ten "Career Conversations."

Exploration of work fields based on John Holland's taxonomy and on special topics such as women and minorities was the format of the programs. The series was aired weekly in an early afternoon time slot.

The CLDC also served as a contributor to a radio venture sponsored by Roanoke Valley Mental Health Services. The series of programs focusing on issues of importance to women included a discussion of career development. CLDC staff provided information on career aspects for women in an interview format. This interview, as well as the entire series, is broadcast by a commercial Roanoke radio station, WROV.

Other strategies exploit available media resources. Printed material explaining the work of the CLDC was mailed to all civic organizations listed by the Roanoke Chamber of Commerce. Similar material was distributed to local businesses and industries.

Articles in local newspapers highlight career education as practiced by the CLDC. Information in publications such as the Management Forum, further aids in dissemination.

Career information is channeled to VWCC students directly by the CLDC's Information Center and indirectly through career material prepared for faculty.

A resource for the community's queries for career information is facilitated by a toll-free telephone line directly to the CLDC Information Center.

Objective #6--To demonstrate the effective training and effective utilization of students as peer helpers in the process of career edcuation.

A week-end training seminar was held in March, 1976. During this two day period, students were given training in communication skills,

in helping skills, and in the principles of career education. Based on staff rating and candidates' performance during training, three students were identified as peer helpers. One student was used exclusively by the CLDC after a period of further instruction in career education. The remaining peer helpers are utilized by other components of the Office of Student Development, but interface with the CLDC on career matters related to their involvement with students.

Objective #7--To demonstrate method and techniques for meeting the Career Education needs of individuals out of school and employed, unemployed, or underemployed.

Virginia Western, being a community college, is sensitive to the needs not only of its students, but also to the communities within its service district. This being so, the CLDC has attempted to structure its programs with community utilization possible. The resources of the CLDC are available, without fee, to any community resident. Five percent of all individuals seen by CLDC Information and Diagnostic Centers are non-students. Evening and Saturday hours make the CLDC accessable to residents who may be working. Increased cooperation between the CLDC and employers has resulted in identification of "underemployed" workers. The educational background of such individuals ranges from no high school training through bachelor's or master's level. Interest evaluation and individual career counseling permit an awareness of career options. The client is assisted in identifying possible steps of action to attain personal career satisfaction.

An abuse of this service exists when business requests the CLDC to serve as a "screener" for potential employees. CLDC policy prohibits this use of its facilities for this purpose.

Specific service to non-student users of the CLDC often center around job seeking skills such as resume preparation, interview skills,

and identification of possible employers. Short term, remedial assistance is directed to these areas.

Objective #8--To demonstrate the effectiveness of curriculum-based counseling strategies to facilitate personal and career development for diverse community college student groups.

The number of students enrolled in the various courses for the 1975-76 academic year were: General 100-Orientation (971), General 298-Personal Development (84), General 298-Career Development (92), General 298-Personal Development for Mature Women (61), and General 299-Job Entry Techniques (12).

The objectives of each class are reflected in their title. Specific behavioral objectives are defined for each student during the first few seminar meetings. The direction of the seminar is then predicated upon the student defined goals, as well as counselor defined ones. Evaluation at the termination of the seminar assess the progress made towards the objectives. To this point, evaluation has indicated students have made progress towards attaining established seminar goals.

Objective #9--To upgrade skills and knowledge of counselors and to increase faculty and administrators' awareness of the concept of Career Education.

A series of three workshops on Career Education has been presented by Dr. Carl McDaniels of Virginia Polytechnic Institute and State University. These seminars were directed to all counselors, division chairpersons and administrators at VWCC. Supplemental seminars were presented to division chairpersons and to faculty at division meetings by CLDC staff. Dr. McDaniels continued to serve as a consultant in this endeavor.

Career Education strategies have been planned and initiated by division chairpersons and faculty. More active use of the CLDC facilities by faculty has taken place and collaboration with CLDC

staff has resulted in infusion activities.

Career information continues to be transmitted to all faculty in the President's VWCC Newsletter. An academic discipline is related to various career possibilities in each edition. Additional material is researched by the CLDC staff and interested faculty pursue further the career relevance of the academic field.

Objective #10--To demonstrate the effective interrelation of Career exploration and personal development, self exploration and career decision making in the process of Career Education.

The goals expressed in this program objective are intrinsically related to the course objectives of the curriculum based counseling strategies. Decision making skills and personal growth exercises are programmed in the general sequence of courses. Evaluation of these objectives are performed by students at the termination of the course. Results to date have indicated in large stead that stated objectives are being met.

Particularly germane to this objective is General 298 Career Development and General 298 Personal Development for Women. Students enrolled in these courses have identified special needs in their career education. Self awareness through a small group process format facilitates personal exploration, and career exploration in specific.

The other major vehicle for meeting the stated program objective is one to one career counseling conducted in the CLDC. Career counseling, like most of all counseling, mandates that an analysis be made of the self in relation to the environment and that steps be taken to operationalize the insight gained. Evidently, this process has been accomplished for a majority of CLDC clients, as indicated by the evaluation.

Objective #11--To demonstrate the vital and effective role of industry and business in Community College Career Education.

A number of CLDC activities have been directed to this front. Business and industry input through the CLDC advisory board have formed an open channel of communication between the CLDC and this important segment of the community.

Business and industry have been involved from the beginning of the CLDC program. A career fair brought resource personnel to the VWCC campus. Over thirty individuals in the business and industry fields have consented to serve as Career Consultants, who discuss their work with students in their employment setting. Various individuals have also come to the campus to be interviewed on video tape. These interviews serve as a source of information for students who may consider the occupation of the interviewee. Local business and industry have also cooperated in the CLDC sponsored event, Career Opportunities for Minorities Day, by sending minority employees to discuss their occupations.

The association between the CLDC and the business-industry community was strengthened by a Personnel Managers' meeting held in the CLDC. Personnel managers from the area were given a tour of the CLDC facilities as well as informed of the role and purpose of the CLDC. The meeting activated a system of benefits for both parties; the CLDC tapped an important resource for its mission and business and industry became aware of the services of the CLDC for their employees.

Objective #12--To demonstrate an effective process of relating diagnostic student assessment to the world of work and educational and training preparation.

Knowledge of self can be attained in a variety of ways, but one of the most direct and efficient is standardized evaluation. The Diagnostic Center of the CLDC permits clients to be administered appropriate

measures of interests, personality and aptitude, as to assist them in gaining self-knowledge. Evaluation is conducted on a "prescriptive" basis, with evaluations given after initial contact with a CLDC counselor. Individual interpretations of evaluations with the client stress the auxillary role of testing in career decision-making. Test results should not be allowed to make decisions for individuals, and clients are urged to realize this by additional career counseling. The additional counseling permits clients to use the information they have gained about themselves and apply it to their unique situation.

Efforts have been made to expand the inventory of instruments available for evaluation. Through expanding its inventory of instruments, the CLDC can prescribe evaluations appropriate to a variety of situations.

Objective #13--To emphasize the interrelationship among work, leisure activities, and retirement in personal growth and development.

Leisure activities are recognized by the CLDC as an important companion to gainful employment. Using a broad definition of leisure, the CLDC explores with its clients the place of volunteer activities when appropriate. Volunteerism, as a non-paid work experience and a leisure activity, is highlighted through the CLDC's liaison with the Roanoke Voluntary Action Center.

Placing work and leisure in a complementary perspective is a goal of General 298 Career Development and occasionally a goal of individual career counseling.

Individual counseling sessions with individuals near or already at retirement are conducted on a limited basis. These clients are usually referred to the CLDC by employers or VWCC's Senior Citizens Program.

Objective #14--To provide occupational information and to demonstrate

Career Education methods for infusion into the college curriculum.

Progress towards this objective has been facilitated by the introduction of supplemental programming for professional staff development. Soliciting support from division chairmen has assisted CLDC staff in contacting individual faculty members. It has been found that many activities supportive of the goals of career education were being conducted independently by various faculty members. With assistance from CLDC staff, some of these activities were elaborated upon. In other instances, individual requests were recieved for occupational information related to a faculty member's discipline. Information provided by the CLDC in the VWCC Newsletter was also used in the classroom.

It is of note that some faculty and staff of VWCC have consulted the CLDC to further their own career education.

While use of the CLDC facilities and services is not universal among faculty approximately 20% have had direct contact.

Objective #15--To demonstrate the effective use of a community college placement office as an integral component of Community College Career Education.

Within the grant period, a Placement Office has been established at VWCC. The activities of this office has resulted in the placement of students in paid full time or part time employment. The facilities of the Placement Office have also been valuable in establishing relationships with area employers for other CLDC projects. Assistance has also been solicited from the Placement Office in the design of employment skills information.

Objective #16--To demonstrate effective rendering of Career Education for employees of area businesses and industries.

CLDC activities, such as the Personnel Managers Meeting, have opened channels of communication with area employers. Since the CLDC structure permits non-student, community clients, needs of

employees of local firms are easily accommodated. Usually, these clients do not wish to change employer, but seek another position that would better satisfy their needs. Employers have been cooperative in granting time-off to these employees to visit the CLDC.

Objective #17--To demonstrate effective Career Education programming for diverse school and non-school populations.

As reported in the first semi-annual progress report, this objective subsumes all other objectives of the CLDC program. Thus, the report on this objective is deferred to the summation of progress on the other 18 objectives.

Objective #18--To demonstrate effective cooperation between college Career Education program and services provided by state employment and other service agencies.

The Virginia Employment Commission, the Division of Vocational Rehabilitation, the Special Welfare Project for Women, Work Incentive Program, and Comprehensive Employment and Training Act agencies have established liason with the CLDC. They continue to be a major source of non-student referrals to the CLDC. Additional service agencies such as Hygeria House (a drug rehabilitation agency), Total Action against Poverty, Opportunities Industrial Congress and TRUST (a local intervention agency and telephone hotline) have also established working relationships with the CLDC and are sources of referral to the program.

Objective #19--To demonstrate close articulation with local secondary school Career Education programs.

Not only has articulation been established, but secondary schools frequently refer individuals to the CLDC if they cannot provide extensive career education required by a student. Cooperation has further resulted in the orchestration of Career Opportunities for Minorities Day, which was attended by approximately 400 minority high school students. The CLDC and guidance departments of secondary

schools continues to engage in active interchanges of ideas and programs.

The CLDC has provided resources for high school instructors from Bedford County, Virginia (a USOCE funded program) to expand their awareness of occupations at a community college.

Dissemination Activities

Dissemination of information about the CLDC's activities has been accomplished through a number of vehicles. On-campus publicity has taken the form of direct contact with the CLDC Information Center via class tours and course assignments that require students to utilize the Center. The student newspaper, The Communicator, has printed stories and articles about the CLDC's programs and purposes. Faculty and staff are updated through the VWCC Newsletter and by memos when appropriate. Presentations at Division meetings has permitted an exchange of information about the CLDC with ideas for Career Education from faculty.

Off-campus publicity efforts have revolved around contact with community organizations. A CLDC brochure and cover letter were directed to all organizations and businesses listed by the Roanoke Area Chamber of Commerce. Talks on the CLDC have been delivered to church groups, State agencies and secondary and post-secondary schools.

Evaluation

The design of the evaluation is contained in the year end evaluation report, submitted in Appendix A. The design was not research oriented, but more descriptive of the types of services provided by the CLDC and the degree of satisfaction obtained by users. The sample of respondents to the questionnaire was composed of users of the CLDC Information and Diagnostic Centers. This,of course, focusesthe evaluation on just two compqnents of the model. Nevertheless, these are the two components in which the CLDC deals most directly with its clients. Also, many of the other components deal with people en masse, and therefore, individual response information is precluded.

Some comments from respondents to the evaluation need elaboration. For exapmle, one person commented that a placement service should be attached to the CLDC. Of course there is an Office available to students of the College through the CLDC. Non-students have other resources available to them. The Virginia Employment Commission is the most active. The commentor's suggestion would place the College in competition with the VEC, if the Placement Office were to be opened to the public.

The primary concern of the evaluation was to determine attitudinal responses. The high percentage of favorable, or agree, responses has given the impression of overall positive results from the project.

Special Activities

Of most note under this heading is the Career Opportunities for Minorities Day program. Under the coordination of the CLDC, representatives from twenty-one local businesses and industries gathered to respond to inquiries of high school students. Individual booths allow face to face contact. Discussions focused in on types of work engaged in by employees of the firms and types of skills that are attractive to employers. While not the primary purpose of the exhibition, some job offers were made during the meetings.

Another segment of the program included addresses by prominent local and state Black speakers. The Roanoke City Library displayed material about minorities in various occupations.

High school juniors and seniors from all area high schools were invited. Over 400 students attended the program.

APPENDIX A

Final Evaluation Report

A YEAR-END EVALUATION OF THE CAREER LIFE DEVELOPMENT CENTER AT VIRGINIA WESTERN COMMUNITY COLLEGE

OIR 55-76

BY

C. A. HOUSTON

COORDINATOR

OFFICE OF INSTITUTIONAL RESEARCH

VIRGINIA WESTERN COMMUNITY COLLEGE

3095 COLONIAL AVENUE, S. W.

ROANOKE, VIRGINIA 24015

HAROLD H. HOPPER, PRESIDENT

SEPTEMBER 1976

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INTRODUCTION

In April, 1975, Dr. Harold H. Hopper, President of Virginia Western Community College (VWCC), requested grant assistance from the Department of Health, Education, and Welfare to develop and implement an exemplary comprehensive program for career education at the College. Specifically, college personnel wanted to more effectively coordinate, compliment, and expand existing career development activities and services through a Career Life Development Center (CLDC). The objectives of the Center were to make easier student accessibility to information and experiences that deal with the world of works.

Funding for the project was approved, and in September 1975, the facilities of the Career Life Development Center were opened to both VWCC students and all citizens of the community.

Purpose of the Study

As part of the grant proposal, it was ascertained that certain aspects of the functionings of the Career Life Development Center be evaluated by VWCC's Office of Institutional Research. An interim and a year-end program evaluation were proposed to identify the following dimensions and objectives of the Center and the students who used its services:

A. To identify selected personal and demographic characteristics of persons who used the service(s) offered by the Center:

   1. What were the characteristics of these users in terms of sex, age, and race?

   2. How many handicapped persons utilized the Center?

3. What were the highest educational levels of persons using the Center?

4. Were the users presently enrolled at VWCC?

5. What were the users present employment status?

B. To identify service(s) utilized and the time of utilization:

1. What were the types of service(s) most frequently utilized?

2. What time-periods had the greatest utilization in terms of day, afternoon, evening, or Saturday?

C. To discern the attitudes and opinions of the users toward specific aspects of the Center:

1. What were the users' rating of location and materials?

2. Were the Center's staff helpful?

3. After contact with the Center, were the users better equipped to: (1) explore the world of work; (2) make sounder career decisions; and (3) plan for future training or education?

D. To identify all comments and opinions that users cared to make concerning the Center:

1. Were there certain comments that were cited by several users?

2. Were there comments that can improve certain aspects of the services offered by the Center?

An interim report (OIR 46-76) was completed in January 1976 with this year-end report combining all student evaluations of the aspects cited above.

METHODOLOGY

Several procedural options for designing the study were investigated at the initial stages of the study. These options consisted of examining the study population, the survey instrument, the procedures of the study, and the percent of returns.

The Study Population

The study population consisted of 512 persons who had used at least one of the services of the Career Life Development Center. This population

was identified from the official records of the CLDC.

The Survey Instrument

The survey instrument consisted of a questionnaire (appendix) developed by personnel in the Career Life Development Center and the Office of Institutional Research. This questionnaire was developed to elicit information that would provide opinions and inputs to answer the specific research questions identified previously in the purpose of the study.

Procedures of the Study

In order to maximize the rate of returns for the study, two mailing contacts were used in both the interim study and the year-end study. The mailing sequence of these contacts were cited as follows:

Contact Number	Nature of Contact*	Contact Interval
1	Initial Questionnaire	---
2	Second Mailing	10 days

*Initial and second coverletter contained in Appendix.

Percent of Returns

Table 1 cites the rate of returns by contact number for both the interim report and the year-end report.

TABLE 1

RETURN RATE BY CONTACT NUMBER

	Initial		Contact 1		Contact 2		Total	
	N	%	N	%	N	%	N	%
Interim Report	272	100	82	30	66	24	148	54
Year-End Report	240	100	62	26	38	16	100	42
Total	512	100	144	28	104	20	248	48

Usable questionnaires were received from approximately 48 percent of the total study population for the interim report and the year-end report. Certain comparisons by first and second contacts indicated that the data was most probably representative of the entire study population with the exception that female users were more likely to respond than male users.

RESULTS

The results of the study were cited in four sections that paralleled the four objectives of the study with responses combined from both the interim report and the year-end report.

Personal and Demographic Characteristics of CLDC Users

Table 2 identifies the sex, age, and race of CLDC Users.

TABLE 2

SEX, AGE, AND RACE OF CLDC USERS

SEX	N	%	AGE	N	%	RACE	N	%
Male	100	40	18 - 19	108	47	White	129	91
Female	148	60	20 - 24	61	27	Black	21	9
			25 - 29	35	15	Other	1	-
			30 - 34	15	7			
			45 - 45	8	3			
			Over 45	3	1			
Total	248	100		230	100		244	100

The data indicated that 60 percent of the respondents were female and 91 percent were white. Approximately 74 percent of the respondents were under 24 years of age with approximately 91 percent under 30.

Table 3 indicates the users highest educational level.

TABLE 3

HIGHEST EDUCATIONAL LEVEL

Highest Educational Level	N	%
Under 8 years	0	0
Completed 9th grade	4	2
Attended High School	20	8
High School Graduate	126	53
Attended College	76	32
Four-Year College Graduate	10	4
Master's or Higher Degree	2	1
Total	238	100

The data indicated that approximately 85 percent of the respondents were high school graduates (53%) or attended college (32%). Analyses of questions 7 and 5 (Appendix) indicated that 70 percent of the respondents are currently enrolled at VWCC and approximately 3 percent of CLDC users were handicapped.

Table 4 identifies the CLDC users' present employment status.

TABLE 4

PRESENT EMPLOYMENT STATUS OF CLDC USERS

Employment Type	N	%
Clerical and Sales	54	22
Managerial or Office	10	4
Professional	9	4
Proprietor or Owner (owner of farm or larger business in which only family members are employed)	1	-
Proprietor or Owner (owner of farm or larger business in which persons other than family members are employed)	1	-
Semi-professional and Technical	5	2
Semi-skilled worker	14	6
Service worker	16	7
Skilled worker	3	1
Unskilled worker	20	8
Housewife or Homemaker	20	8
Unemployed	95	38
Total	248	100

Although the data indicated a wide range of responses for users of the Center, clerical/sales (22%) and unemployed (38%) were reported more frequently. Analyses of these data most probably indicated that unemployed users were seeking information to obtain employment while persons employed in clerical/sales occupations were seeking to upgrade present employment. In any case, the CLDC proposed to supply information for better career decision-making.

Services Utilized and Time of Utilization

Table 5 identifies the CLDC services used by the respondents.

TABLE 5

CLDC SERVICES UTILIZED BY RESPONDENTS*

Services	N	%
Testing	210	40
Career Counseling	133	25
Occupational Information	131	25
Transfer Information	39	8
Other	10	2
Total	523	100

*Multiple responses from many users.

The data indicated that the respondents used the testing services (40%) with career counseling (25%) and occupational information (25%). "Other" responses (2%) included requests for academic counseling, college information, and various materials, tapes, and books held in reserve in the Center.

Table 6 identifies the time periods that respondents used the Center.

TABLE 6

TIME PERIODS OF UTILIZATION OF CLDC USERS

Time Periods	N	%
8 a.m. - 12 noon weekdays	99	43
12 noon - 5 p.m. weekdays	99	43
5 p.m. - 9 p.m. weekdays	28	12
9 a.m. - 1 p.m. Saturday	6	2
Total	232	100

The data indicated that utilization was highest 8 a.m. - 12 noon (43%) and 12 noon - 5 p.m. (43%) on weekdays.

Attitudes and Opinions of CLDC Users

Table 7 identifies the attitudes and opinions of CLDC users toward twelve (12) specific aspects.

TABLE 7

ATTITUDES AND OPINIONS OF CLDC USERS

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
The location of CLDC is convenient.	107	41	144	54	10	4	3	1
The CLDC was able to provide useful services that met my career needs.	58	26	130	60	28	13	2	1
Staff was helpful.	116	50	112	48	1	1	2	1
The CLDC is supplied with high quality materials and resources.	68	31	145	65	7	3	2	1
The services provided were comprehensive.	48	21	159	71	16	7	3	1
The CLDC helped me explore the world of work.	41	19	127	58	47	22	2	1
My contact with the CLDC has positively influenced my career development.	38	18	105	49	65	31	5	2
The CLDC helped me make sound career decisions.	33	15	92	43	82	39	6	3
The CLDC has helped me plan for future training or education.	31	14	110	52	66	31	6	3

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
The CLDC helped me explore myself in relation to a career.	52	23	132	60	35	16	3	1
After contact with the CLDC, I am better able to plan for a satisfying career.	47	22	111	51	56	26	2	1
The CLDC made me aware of career options that I had not considered before.	67	30	106	48	45	21	3	1

The analyses indicated the following:

1. Approximately 95% of the CLDC users agreed (54%) or strongly agreed (41%) that the CLDC was conveniently located.

2. Approximately 85% of the CLDC users agreed (60%) or strongly agreed (26%) that the CLDC provided useful services that met their career needs.

3. Approximately 98% of the CLDC users agreed (48%) or strongly agreed (50%) that the CLDC staff was helpful.

4. Approximately 95% of the CLDC users agreed (65%) or strongly agreed (31%) that the CLDC supplied high quality materials and resources.

5. Approximately 92% of the CLDC users agreed (71%) or strongly agreed (21%) that CLDC services were comprehensive.

6. Approximately 83% of the CLDC users agreed (60%) or strongly agreed (23%) that the Center assisted the user in exploring himself in relation to a career.

7. Approximately 77% of the CLDC users agreed (58%) or strongly agreed (19%) that the Center assisted the user in exploring the world of work.

8. Approximately 67% of the CLDC users agreed (49%) or strongly agreed (18%) that the CLDC positively influenced the user's career development.

9. Approximately 58% of the CLDC users agreed (43%) or strongly agreed (15%) that the CLDC assisted the users in making sound career decisions.

10. Approximately 66% of the CLDC users agreed (52%) or strongly agreed (16%) that the CLDC assisted the user in planning for future training or education.

11. Approximately 73% of the CLDC users agreed (51%) or strongly agreed (22%) that after contact with the CLDC the user was more able to plan for a satisfying career.

12. Approximately 78% of the CLDC users agreed (48%) or strongly agreed (30%) that the CLDC made the user aware of career options that had not been considered before.

In summary, the attitudes and opinions of respondents indicated positive support for all aspects identified by the questionnaire.

Comments and Opinions of Respondents

An open form or unrestricted type of question was used to call for a free response in the respondent's own words. Although the items were difficult to interpret, tabulate, and summarize, they were used to provide greater depth of responses while possibly revealing both the respondent's frame of reference and the reasons for his responses. Many of the responses cited are as follows:

1. "Good work!"
2. "Enjoyed the whole experience as a learning tool. I am now happily employed."
3. "I feel what is needed at VWCC - CLDC is a Job Placement Center . . ."
4. "The CLDC was recommended to me through the VEC . . . The CLDC test was helpful in supporting similar tests taken at the MACC . . ." (Person is in a program at the Mid-Atlantic Career Center)
5. ". . . lack of in-depth material . . ."
6. "The filed I was looking into was not thoroughly covered."
7. "I feel that the CLDC is a worthwhile service and what is needed most is to make more students aware of it."
8. "I feel that the CLDC is a great counseling area . . ."
9. "The CLDC provided many catalogues that were needed in order for me to find the information concerning certain colleges. This was quite helpful; although, many of the catalogues were not up to date."
10. "I have not used the CLDC extensively, hence the negative answers in Section II. . . I believe the CLDC provides a valuable service and would be beneficial to me if I used it more!"

11. "The field in which I have interest requires graduate work and I found information on such schools as well as catalogues somewhat limited."

12. "It is a very useful community service."

13. "The help I was given was more on a personal level as well as a career . . ."

14. "My only purpose for going to the CLDC was for testing purposes, and that is why I checked most of the disagree answers."

These responses indicated that many users were well-satisfied with many aspects of the Center with several respondents noting a need for up-to-date college catalogues and more indepth materials.

SUMMARY

The interim report and the year-end report proposed to examine certain aspects of Virginia Western Community College's Career Life Development Center (CLDC). The study identified: (1) selected personal and demographic characteristics of CLDC users; (2) CLDC services utilized; (3) users' attitudes and opinions toward specific aspects of the Center; and (4) any users' comments and/or opinions concerning the Center. The study population consisted of 512 persons who had used at least one of the CLDC's services. A mailed questionnaire (Appendix) was used as the survey instrument. Approximately 48% of the study population returned the questionnaire.

Results of the study indicated the following demographic characteristics of the respondents: (1) 60% were female; (2) 91% were under 30 years of age; (3) 91% were white; (4) 85% were either high school graduates (53%), or attended college (32%); (5) 38% were unemployed; and (6) 70% were presently enrolled at VWCC. The CLDC services with greatest utilization were testing (40%), occupational information (25%), and career counseling (25%). The attitudes and opinions of the respondents indicated positive support for all aspects of the Center identified by the survey questionnaire with open-end (unrestricted)

responses indicating that most users were well-satisfied with the CLDC services. In summary, the study indicated strong users' support for all aspects of the CLDC services identified by the survey questionnaire.

Dear CLDC User:

The Career Life Development Center (CLDC) at Virginia Western Community College is interested in your reactions. Since you have taken a career related test, sought occupational information, career counseling, or another service that the CLDC offers, you are in the best position to evaluate how well the CLDC is providing career education.

Will you please take a few minutes to respond to the enclosed questionnaire? All information will be treated as confidential and will be used only in evaluating the CLDC. Feel free to be honest!

Thank you in advance for your valuable co-operation. I encourage you to return the questionnaire in the postage paid envelope, as soon as possible. It will be of great assistance in improving the Center.

Sincerely,

Dale S. Furbish

Dale S. Furbish
Coordinator
Career Life Development Center

DSF/mka

Enclosures

APPENDIX

VIRGINIA WESTERN COMMUNITY COLLEGE
P.O. Box 4195 3095 Colonial Avenue S.W. Roanoke, Virginia 24015 Phone 703 344 2051

Dear CLDC User:

Recently I sent you an evaluation form for the Career Life Development Center (CLDC). The purpose of the evaluation was to allow you to record your reactions to the career services offered by the Center.

I am writing again because I have not received your evaluation. It is very important that the CLDC be able to gauge the quality of its service. No one can better let us know how we are doing than you.

Will you please take the few minutes required to record your honest reactions to the Center and return them in the enclosed, postage paid envelope? All information will be treated as confidential and will be used only in evaluating the CLDC.

Thank you for your valuable co-operation.

Sincerely,

Dale S. Furbish

Dale S. Furbish
Coordinator
Career Life Development Center

DSF/mka

Enclosures

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

1. Name _____

___2. Sex (1) Male
(2) Female

___3. Year of Birth

___4. Race:

(1) White
(2) Black
(3) American Indian
(4) Oriental
(5) Spanish Surname American
(6) Other

___5. Are you handicapped? (1) Yes (2) No

___6. Show the highest educational level you completed.

(1) Under 8 years
(2) Completed 9th grade
(3) Attended high school
(4) High school graduate
(5) Attended college
(6) Four-year college graduate
(7) Master's or higher degree

___7. Are you currently enrolled at Virginia Western Community College?

(1) Yes (2) No

___8. My type of employment is:

(1) Clerical and Sales - bank teller, salesman, office or sales clerk, etc.
(2) Mangerial or Office - sales or office manager, bank officer, purchasing agent, etc.
(3) Professional - CPA, dentist, engineer, teacher, military officer, etc.
(4) Proprietor or Owner - owner of farm or small business in which only family members are employed.
(5) Proprietor or Owner - owner of farm or larger business in which persons other than family members are employed.
(6) Semi-professional and Technical - engineering technician, dental technician, practical nurse, surveyor, etc.
(7) Semi-skilled worker - machine operator, assembler, bus driver, meat cutter, etc.
(8) Service worker - barber, policeman, waiter, fireman, etc.
(9) Skilled worker or Foreman - baker, carpenter, electrician, foreman, etc.
(10) Unskilled worker - laborer, gas station attendant, farm worker, etc.
(11) Housewife or Homemaker
(12) Unemployed

___9. Check all the following service(s) that you have used at the Career Life Development Center:

___Testing
___Career Counseling
___Occupational Information
___Transfer Information
___Other _____

___10. The time I usually used the CLDC was:

(1) 8 a.m. - 12 noon weekdays
(2)12 noon - 5 p.m. weekdays
(3) 5 p.m. - 9 p.m. weekdays
(4) 9 a.m. - 1 p.m. Saturday

---

11. Please mark the appropriate box which most accurately reflects your opinion.

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The location of the CLDC is convenient.	☐	☐	☐	☐
b. The CLDC was able to provide useful services that met my career needs.	☐	☐	☐	☐
c. Staff was helpful.	☐	☐	☐	☐
d. The CLDC is supplied with high quality materials and resources.	☐	☐	☐	☐
e. The services provided were comprehensive.	☐	☐	☐	☐
f. The CLDC helped me explore myself in relation to a career.	☐	☐	☐	☐
g. The CLDC helped me explore the world of work.	☐	☐	☐	☐
h. My contact with the CLDC has positively influenced my career development.	☐	☐	☐	☐
i. The CLDC helped me make sound career decisions.	☐	☐	☐	☐
j. The CLDC has helped me plan for future training or education.	☐	☐	☐	☐
k. After contact with the CLDC, I am better able to plan for a satisfying career.	☐	☐	☐	☐
l. The CLDC made me aware of career options that I had not considered before.	☐	☐	☐	☐

Please feel free to add additional comments.

APPENDIX B

Newspaper Articles

Career Testing

Reporter Should Report—and, Maybe, Dance

By BEN BEAGLE
Times Staff Writer

Dale Furbish, a gentle and patient young man who coordinates the Career-Life Development Center at Virginia Western Community College, grinned patiently and said, "It would appear that perhaps mechanics is not your thing."

A deep guilty feeling that this has always been true has been part of my philosophy for some time. But the mechanical reasoning score on one of the several tests Furbish gave to see if, at 48, I am in the right business was disappointing.

That is, Furbish did not give the test to see if I should quit and become a ballet dancer—because he has more important things to do. The tests were given, more informally than usual, to pose the question, in somewhat embarrassing soap-opera fashion:

Should a man who has been a reporter for almost a quarter of a century stay in the business on the basis of the tests?

"From all indications," Furbish said, "I would say yes." There was not the slightest implication that the world had lost a neurosurgeon to a typewriter.

And Furbish said a kind thing. Despite the hilarious showing on the mechanical reasoning test, he said I seemed "to be aware of the precise communicative structure of English."

Furbish runs the center—made possible by a federal grant—not for aging reporters to whom he is very cordial, but to test and diagnose career opportunities for the school's 4,500 students and anyone else in the community over the age of 16.

The tests, Furbish said, "are not to determine what a person should be" but are part of a "decision-making process" on which way he should go on his own.

(The tests included ones on space relations, abstract reasoning and clerical speed and accuracy. Because it was informal, I cheated and looked at these ahead of time and fled from them in terror. Furbish understood.)

Furbish was very patient when it was explained to him that one of the most important tests—"The Self Directed Search" in which one lists "dream" occupations and then answers questions to see if his dreams have a chance—had graphs in it.

Because it had graphs in it, I was unable to understand it fully because graphs confound, terrorize and overpower me.

Furbish worked it all out and found the search test indicated a variety of interests—including, mercifully, journalist-reporter, and, incredibly, dancer.

(Furbish explained that this did not mean I was competent to be a dancer, but that this merely fell in an interest area along with other things. "We don't find jobs for anybody," he said.)

Other interests included physician, psychiatrist, psychologist and medical technician.

There was also an indication that I had an interest in being a writer—the writer of the sort that sells books to the movies about sharks eating people—an editor, a dramatist and, again incredibly, an actor.

Furbish absolutely refrained from saying anything funny about the possibility of my being a physician or a dancer.

There is a kind of personality test included. Furbish does not call it a personality test and he stressed that it doesn't measure dark psychotic probabilities. It's called a "personal preference schedule."

The rating for heterosexuality was in the 76th percentile—a "significant score of 76," Furbish said. Without blushing, Furbish said that this does not mean that I teeter on the edge of being an old man about town.

Rather, he said, it does mean "liking the ladies" and that this would be "natural in a mature individual. . .an individual of stability and maturity."

These tests, Furbish said, "give us information about what type of environment you are comfortable in."

(The percentile ratings mean that in the 76th percentile, as Furbish explained it,

See Page B-2, Col. 1.

Career Test Reveals Reporter's 'Leanings'

From Page B-1.

only 24 other men out of a similar 100 are higher in the above category than I.)

Other percentiles showed that it is important "for you to achieve and have others recognize the things you do well."

I am low on the "deference" profile. Furbish said this does not mean unbridled egomania, but that in a working situation, the head man would not take on qualities of the deity as far as I am concerned.

Indeed, Furbish said, it might mean that "If you were told to do something, you might ask why." This could be an attribute in the newspaper business—at least the asking of "why"—Furbish said, but it might not be the best behavior for a secretary in a large corporation.

The test showed I am about average in orderliness of desk and dress, and possibly thought, and Furbish said not to be discouraged.

The tests showed something of exhibitionism in my character—a trait I had never noticed before. This was scored in the 85th percentile and again Furbish said this is not egomania but indicates "the weight you place on being in the center of things." This, Furbish said in a kind way, "is consistent with reporting. . .to make yourself visible."

The tests correctly showed I am very low on joining clubs—with the exception of the Book-of-the-Month Club which does not have a program chairman or a tail twister.

The tests put me on record as trying to understand myself; adoring attention from friends when I am sick; likely to enjoy being in charge of people and likely to take "the blame when things don't come out the way they should."

I also was fairly highly rated in being concerned when other people are sick or in trouble but the percentiles showed I was more interested in them being nice to me when I am sick or in trouble.

The tests showed—and this surprised Furbish—that I have little tendency to want change in daily life—"a little surprising in a reporter."

(But Furbish said that often people are themselves only after they get home from work. I do not like to change around much in front of the television set.)

I was low in the percentile for sticking at one task for a long time and was in the 76th in aggression. This, Furbish said, did not mean that I am likely to punch people at cocktail parties but it is a matter of "aggressively and actively persuading people to your point of view."

A certain joy came into the day when Furbish announced me in the 99th percentile in spelling and in the 90th in grammar usage.

The 60th percentile in verbal reasoning took some of the joy away. Furbish explained that the test calls for the exercise of logic to a greater extent than the exercise of English skills.

Then, there was the 30th percentile score on mechanical reasoning.

VWCC Career Center May Hold Job Answers

Working on a $ 78,000 federal grant, Virginia Western has initiated a new Career Life Development Center on the top floor of Brown Library. The new center, an outgrowth of the Special Service's career room, will contain Catalogues, brochures, and pamphlets to describe jobs, salary possibilities, and the present job market (for particular jobs) with VWCC students or the general public.

"We want to be all things to all people," explained Center director Dale Furbish. "The purpose is not to make a decision for a person, but to help the person decide on a career.

Furbish said the center will offer a diagnostic service "for students, who are not sure of a specific career direction." Interest and aptitude tests will be used to teach students more about themselves, while audio-visuals and cassettes will be used to clarify reasons for working and types of employment.

"It is important to get people on the career track," commented Dr. Harold Hopper, VWCC president, "I feel the center will be a form of self-discovery and will be a definite contribution of the college to the community."

Career counseling will be available without apointment with two full-time counselors and Furbish. Paul Thompson will also be available to assist in the placement of students in jobs.

"We just want to help people find a direction," Furbish said.

memo

To: ALL FACULTY

Date: September 26, 1975

From: Dr. Harold H. Hopper, President

Reference: Career Life Development Center

As you might have read in the Communicator, Student Services has initiated a new facility this fall. The Career Life Development Center is intended to be the focal point for Career Education on campus.

Beyond being a resource for students, it also has utility for faculty. Community college education has a particular emphasis on occupational preparation, and instruction often attempts to infuse career knowledge with academics. For this reason, I invite each of you to employ the CLDC to the fullest extent. We will be glad to furnish you with career information that you might require for use in your courses and, of course, we will accept referrals of students whom you perceive to require in-depth career counseling.

The CLDC is located in the Brown Library building on the top floor. Please feel free to stop by to see what we can offer.

HHH/dg

The ROANOKE TRIBUNE, Thursday, September 18, 1975

Virginia Western Receives Grant

Dr. Harold H. Hopper, president of Virginia Western Community College, has announced that the college has received a $78,310 grant from the U. S. Office of Career Education for the implementation of a Career Life Development Center.

According to Dr. Hopper, the need for such a facility is reflected in the number of both students and non students in the Roanoke area who are in a state of "career flux." He says that the people who need to make intelligent career decisions include the high school student trying to decide between immediate entry into the world of work or continued education, the college student pondering future employment prospects with his chosen major, the unemployed considering more training, the returning veteran, the underemployed attempting to upgrade himself and the housewife who decides to enter the job market.

The Career Life Development Center (CLDC) maintains files of literature, manuals and references to provide people with the current and accurate information needed in the process of career decision-making. Included in this resource are catalogs from colleges and universities in many different states; occupational descriptions and requirements; federal and state projections of job availability and local labor market trends.

The CLDC is available to all residents of the Roanoke area without charge. It is located on the Virginia Western Community College campus in Brown Library and is open from 8 a.m. to 9 p.m. Monday through Thursday, from 8 a.m. to 5 p.m. Friday and from 8 a.m. to 1 p.m. on Saturday.

For further information call Dale S. Furbish, coordinator of CLDC, at 344-2031.

The World News
August 20, 1975

Grant awarded college

Virginia Western Community College has received a federal grant of $78,310 to establish a career educational development program for students and the community this year.

The grant is through the U.S. Office of Career Education of the U.S. Department of Health, Education and Welfare.

"We have received some money to do something we've been dreaming about for about seven years," said Dr. Harold H. Hopper, president of the state community college.

Virginia Western's Career Counseling Center will be available to the college's students and to other people in the community, he said, such as a factory worker who feels he's in the wrong job.

The grant will be used to hire a program coordinator, a diagnostic counselor and two career counselors.

The program will begin this fall and will include several courses designed to help students determine their career choices, including courses in personal development, career development, general orientation, job entry techniques and personal development for mature women.

VANWC ANNOUNCES WORKSH

The Virginia Association for Non-White Concerns in Guidance is sponsoring, in cooperation with the School of Continuing Education at the university of Virginia, a workshop June 17-19, 1976, at the Ramada Inn, Charlottesville, VA. The workshop will consider the issues relevant to the topic, "Student Suspensions vs. Student Rights: Disruption and Due Process."

VESCA AFFILIATES WITH VSCA

The Virginia Elementary School Counselor Association got its beginning in 1971 when Pat Coukes was appointed by the American School Counselors Association to organize elementary school counselors. Working very diligently, the group adopted a constitution in 1973 under the leadership of Terri Slaughter. At the VESCA Fall Conference held in Richmond, October 10, 1975, the membership voted to become affiliated with VPGA and more specifically with VSCA. It was also recommended at that time that VESCA's president serve as a vice-president for VSCA.

The organizational plan was approved by VESCA membership on March 18, 1976. In the words of Gay Whitlock, Chairperson of the Committee on Elementary School Guidance, "VESCA is now under the wing of VSCA." VESCA will be working hard for passage of Senate Bill 400 in 1977.

Central Valley Personnel And Guidance Association

The Central Valley Chapter has had a variety of programs during the 1975-76 year for its membership on the theme "Community Services - Who Needs Them?" The final program for the year is scheduled for May 13, 1976 in Waynesboro. Mr. Charles Garber, Humorist and Special Education Instructor at Turner Ashby High School will make a presentation on the rewards of working with the EMR student.

Rapidan Personnel And Guidance Association

Mrs. William H. Wetsel, one of the founders of the Rapidan Chapter, was honored at the annual meeting of the Chapter on April 8, 1976 at the Holiday Inn in Culpepper. Mrs. Wetsel was presented a Jefferson cup and a certificate of merit for her outstanding contributions and loyality to RPGA. The other feature of the meeting was an Assistant State Supervisor of Guidance, Miss Gertrude Lewis, who spoke on the topic, "Future of School Guidance in Virginia."

VPGA Relator Meeting

Roanoke Area Personnel And Guidance Association

The Roanoke Area Personnel and Guidance Association has extended an invitation to VPGA to host the State convention in 1978 or 1979. Mr. W. C. Walker was awarded the Outstanding Chapter Member of the Year award at the '76 VPGA convention. RAPGA will hold a business meeting May 4, 1976 to install the 1977 officers who are:

President - Mr. John Millard
Vice President for Programs - Mr. David Nedrow
Vice President for Membership - Miss Carol Tate
Secreatry-Treasurer - Mrs. Betty Lee

RAPGA would also like to call attention to a FREE Career Counseling Service in the Roanoke Valley, The Career Life Development Center, a service of Virginia Western Community College. The CLDC is a resource that is available to all residents of the Roanoke area who are 16 years of age or older. Although it is felt that an individual should be at least 16 years old to fully benefit from the services of the CLDC, exceptions can be made in special cases. There is no fee charged for use of the Center. A person does not have to be considering matriculation at Virginia Western in order to utilize the facilities. The Center attempts to meet the career development needs of both those who may or may not continue formal education. The CLDC makes available to the individual any or all of the following services: (1) psychometric evaluation of interests and aptitudes, (2) an information resource, and (3) career counseling.

For further information write to Virginia Western Community College, Career Life Development Center, 3095 Colonial Avenue, S.W., Roanoke, VA 24016, or call 344-2031, ext. 382.

New River Personnel And Guidance

The fourth program for the New River Personnel and Guidance Association will be held at Radford College, Heth Hall on May 13, 1976 at 7:00 p.m.

Cathy Cockrill, President of the Virginia Personnel and guidance Association, will be the guest speaker on the topic, "The Role of Professional Organizations in the Development of Guidance and Personnel Services." The 1976-77 officers of NRPGA will be installed at that time.

Henrico County On The Move

The Henrico Guidance Coordinating committee, made up of all levels of counselors - elementary, middle school, and high school, conducted a survey of counseling services during the Spring, 1975. The results of survey highlighted the desires and needs counselors and was therefore used to develo set of recommendations for training. recommendations are being currently i lemented through inservice to counselors teachers on topics such as career educati group dynamics, and public relation

ACES Position Paper Adopted

The ACES Position Paper developed the Commission on Counselor Preparation Career Development/Career Education formally adopted by ACES at the AP convention in Chicago. Single copies of paper can be obtained from Tom Hohens Derring Hall, Virginia Tech.

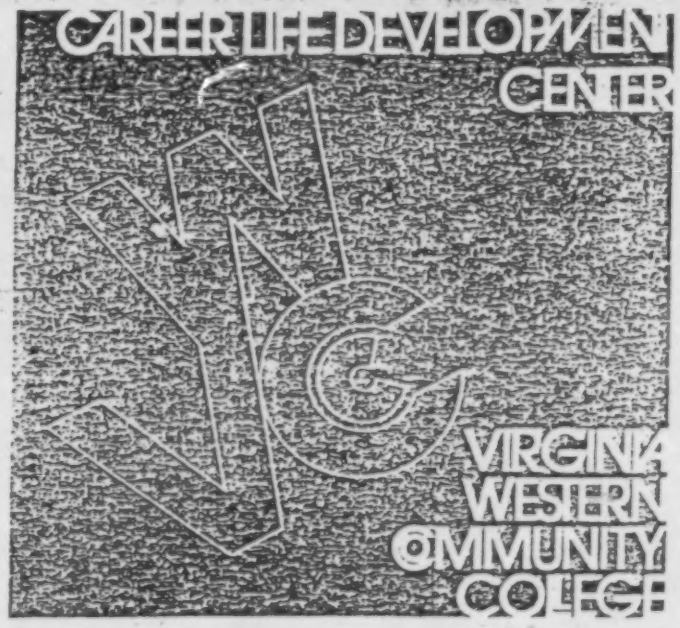
Plan Ahead

The eleventh anniversary of Nation Career Guidance Week will be celebrate November 7-13, 1976. Dr. Charles Harri Counselor Educator from Madison Co lege, will serve as State Coordinator fo Career Guidance Week. Theme for 197 "Experience the Future."

The 1977 VPGA Convention will h held in Blacksburg, Virginia at th Donaldson Brown Continuing Educatio Center, Virginia Polytechnic Institute ar State University, March 23-25. Th convention co-directors are Sally Tschun Assistant Professor, Counseling and St dent Personnel at VPI&SU and Clai Cole, Counselor, Blacksburg Middle Sc ool. They are requesting that suggestio and any input related to the convention directed to them at the following addres Derring Hall, Virginia Polytechnic In itute and State University, Blacksbur Virginia 24061.

The 1977 American Personnel an Guidance Association Convention will in Dallas, Texas, March 6-9, 1977.

The Sixth Annual Conference Career Counseling and Vocational Ed cation will be held in the Northern Virgi area next year with Ben Silliman an Maxine Enderlein as Conference C Directors. The theme of the conference w be placement and will be held sometime early Fall. Look for more comple information in the next issue of *The Relator*.



CAREER LIFE DEVELOPMENT CENTER

The Career Life Development Center is a comprehensive service available without fee to both students and non-students, age 16 years or older. It makes available to you extensive career information and provides you with career counseling by a professional staff. The CLDC cannot make decisions for you, but it can provide you with the information and skills that you need to make sound career choices.

The CLDC is located on the third floor of Brown Library on the Virginia Western Community College campus. It is open from 8 a.m. to 9 p.m. Monday through Thursday, 8 a.m. to 5 p.m. on Friday and 9 a.m. to 1 p.m. on Saturday. For more information, stop in or call 344-2031 extension 382. A toll free number, 1800/542-5946, is maintained for use by residents outside the Roanoke area.

APPENDIX C

VWCC Newsletters

newsletter

Virginia Western Community College

MAY 24, 1976 VOLUME IV, NO. 7

FROM THE PRESIDENT'S OFFICE

Congratulations!

Chas Houston has completed his Ph.D. in Educational Research and Evaluation at Virginia Polytechnic Institute and State University. His dissertation is titled "A Comparative Study of the Effectiveness of Two Bayesian Models for Predicting the Academic Successes of Selected Allied Health Students Enrolled in the Comprehensive Community College."

Don Anderson has been awarded a doctoral fellowship by the Virginia State Council of Higher Education to complete doctoral studies in counseling and student personnel services at Virginia Polytechnic Institute and State University. The fellowship was awarded under the "Doctoral Fellowships for Minority Virginians" program.

OFFICE OF INSTITUTIONAL RESEARCH

Congratulations to Chas and Linda Houston on the birth of their daughter, Heather Blis She was born April 24 and weighed 7 pounds, 13 ounces.

LEARNING RESOURCES CENTER

"Architecture in Virginia: 17th-18th Centuries" will be on display on the main floor of Brown Library May 24 - June 4. This exhibition includes 30 photographic panels of significant architecture of the 17th and 18th centuries. Among the buildings included are the Adam Thoroughgood House, Tuckahoe, the Wren Building, Shirley, Guston Hall, Mt. Vernon and Monticello.

CAREER LIFE DEVELOPMENT CENTER

The individual who decides to go into accounting is far from finalizing his or her career plans. Although the field is generally divided into three large divisions, Public Accounting, Private Business Accounting, and Government Accounting, there are more than 100 specialties. These specialties cover the spectrum of responsibility and training required for entry. Bookkeeping positions can often be entered with only minimal training. Certifi Public Accountants undergo years of training and internship, as well a professional examinations, in order to qualify for the prestigious levels of accounting.

Accounting has one of the most attractive outlooks for employment. With new business opening every year, accountants are required to handle financial concerns. Existing busine turn to accountants to furnish them with more efficient and accurate accounting systems. C plex tax laws, as well as other governmental reporting regulations, make accountants a nece

ity for most businesses. All these factors combine to generate an estimated 30,000 additional accounting positions a year between now and 1980.

While accounting may be extremely attractive, it's not for everybody. There are long hours of work under pressure at peak time seasons. Due to the nature of accounting, it often is tedious and detailed; unbearably so for some people. Travel is sometimes required, particularly in government accounting. There is little glamour in most accounting positions. Further, there is usually little contact with the general public.

People making career choices about accounting should be aware of the different aspects of accounting before making firm decisions. While accounting is a science that can be taught it also entails a philosophy and a way of life that cannot be learned from a book. Aspiring accountants need to understand both aspects before they can make truly rational decisions about their future in accounting.

DIVISION OF HEALTH TECHNOLOGY

On Friday, May 7, at 8:00 p.m. the Health Technology Division held its annual Capping/Pinning Ceremony at the Salem-Roanoke Valley Civic Center. Dr. Charles Crockett, Director, Medical Education, Roanoke Memorial Hospitals, and Professor of Medicine, University of Virgi was the guest speaker.

Dr. Crockett reminded the students that care of the ill was not the only responsibili of paramedicals but they should work equally enthusiastically in the areas of preventive medicine. He emphasized that health education is a continuous process extending throughout the entire career of a paramedical worker. Dr. Crockett also commended the Health Technology Division on the very appropriate philosophy of "quality health care through education."

Dr. Noel Taylor, Mayor of Roanoke City, gave the invocation and benediction.

Caps or pins were presented in recognition of successful achievement of the first hal of the program requirements. At this ceremony 125 students were recognized, representing t five division programs: Dental Assistant, Dental Hygiene, Mental Health Technology, Nursin (RN), and Radiologic Technology.

DIVISION OF HUMANITIES

On May 7 and 8 the Virginia Western Choral Ensemble participated in the Community College Choral Festival at Danville Community College. The festival ended with a concert o Saturday evening at the George Washington High School. Linda Durham was solcist in a spiri ual "Lord, I Can't Turn Back" in the Saturday evening concert.

The Ensemble sang at the Melrose Towers Senior Citizens' Center on May 11 and on May 18 presented a concert at the Methodist Home.

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On Tuesday, May 25 at 1 p.m., the Music Department will present a program of Americ music at a student recital in Brown Library Auditorium.

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A book by Dr. Marcia Weis, The Lyrical Essays of Albert Camus: une longue fidélité, will be published near the end of May by Editions Naaman, Universite de Sherbrooke, Quebec Canada. The book will be available in the Virginia Western bookstore, as well as at Frenc and European Publications in Rockefeller Center and other outlets in Canada and Paris.

CAREER LIFE DEVELOPMENT CENTER

Psychology may be the most misunderstood discipline on a college campus. To many, it conjures expectations of a magical body of knowledge that will allow one individual to completely understand another person. Some may even view psychology as a means to manipulate another's actions. When the mysticism is dissolved, however, psychology emerges as the "systematic study of behavior." Moreover, one doesn't need the proverbial black couch to be a psychologist.

To obtain some appreciation for the range of concerns encompassed by psychology, one needs only examine the specializations within the field. For the individual skilled in research, Experimental Psychology offers opportunities to study sensation and perception, human performance, motivation, language, physiological determinants of behavior, and similarities and differences between classes or orders of animals (Comparative Psychology). Clinical Psychologists combine knowledge of scientific research and the art of interpersonal relationships to assist clients. Counseling Psychologists are involved in similar activities, but usually with less disturbed clients. Social Psychologists study the effect of groups upon individuals (whereas a Sociologist studies the behavior of the entire group). Teaching of psychology in high schools or colleges is another endeavor in which a psychologist may be involved. Industrial Psychologists study aspects of people's work, such as job satisfaction, efficiency, morale, training programs, and organization. Personnel Psychologists are responsible for hiring, assignment, and promotion of employees based on interviews and testing to assess employees' traits. Engineering Psychologists attempt to improve the interaction between humans and their environment by designing equipment with a "humanistic" concern.

While most positions in psychology require advanced training, often at the Master's or Doctorate level, there are opportunities in nonprofessional positions. Social workers, ward attendants, mental health assistants, paraprofessional helpers, and community workers are occupations which usually require two years or less of formal postsecondary education. Even these positions in psychology-related occupations are highly competitive. Moreover, salary is often low and working hours are usually long. Nevertheless, the person with a real desire to work in a psychology-related occupation can find opportunities to help others.

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The CLDC sponsored a seminar by Dr. Carl McDaniels on January 28. The topic was "Career Education: An Introduction." Dr. McDaniels will present a second seminar on February 26 to further elaborate on the topic of career education.

SPECIAL SERVICES

The Special Services project is sponsoring a series of three Social Health Seminars conducted by Dr. Michael Sporakowski, Professor of Family Development at Virginia Tech. The first seminar was held on February 4 and addressed the topic "Sexual Responsibility: Pregnancy Prevention for Men and Women." On February 18 the second topic "Venereal Disease," a major contemporary social problem, was offered. The last seminar "Moral Responsibility in Social Intercourse" will be held on March 3. Attendance is/was open to all interested parties on campus.

This is a great opportunity for our students who wish to transfer to a four-year college or university. Not only are students able to receive applications, catalogs, and brochures from prospective schools, but they also can receive first-hand information from an admissions counselor about that school. Faculty advisors are also encouraged to stop by.

"College Days," sponsored by the Student Development Office, will be located in the auditorium, 2nd floor of Brown Library. Any questions may be directed to Dr. Harry Nickens, Director, or Vickie Vaughan, Counselor. Hope to see you there!

SPECIAL SERVICES

A total of 152 students actively participated in the Special Services program during the fall quarter. These students successfully completed a total of 41 developmental courses, and a total of 336 courses providing regular academic credit. Seven individuals were named to either the Dean's List or the President's Honor Roll.

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Tutoring assistance remains available to those students in need of special academic help. Approximately 125 students, including both Special Services students and those who were not formally affiliated with the program, participated in either individual or group tutoring activities during the fall quarter. The Special Services staff considers the tutoring component to be a very positive aspect of its program, but long-range success depends upon effective communication with faculty members. The staff encourages early referrals from course instructors, so that necessary help can be provided in the early stages of the quarter.

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Ms. Velma L. Monteiro, Senior Program Officer within the Region III Office of Education, visited the campus on November 19 for the purpose of conducting an on-site review of project activities. Her report also included several recommendations relative to the future direction of the program. These recommendations will be incorporated within a new funding proposal that is to be prepared by early April 1976.

CAREER LIFE DEVELOPMENT CENTER

In an effort to show the relation of academic subjects to occupations, the career relevance of mathematics is the topic for the CLDC's column this month. Frequently, students often perceive math as a subject they "have" to take, but will never use. The truth is, of course, that it would be difficult to live in today's society without some math skill, and that many jobs require the use of math.

One group of occupations that utilizes math is "pure mathematics." These occupations seek to discover new mathematical principles and are usually restricted to universities, governmental, and industrial laboratories. However, these occupations represent but a small fraction of the job opportunities in which math is important. Technologies are probably the most obvious occupations that are centered around math. From blue-collar jobs through professional levels, math is the center around which the job revolves. Also, scientific fields depend on math. Chemistry, physics, astronomy, medicine, computer technology, meteorology, etc., could not exist without a heavy reliance on math.

Does this mean that only students who are going into science or technology need math? Certainly not! Math permeates almost every occupation. Business depends heavily on people with math skills. Accountants, actuaries, statisticians, bookkeepers, credit analysts, bankers, and budget officers are only a few business occupations that require a mathematics background. Social sciences, such as psychology, sociology, anthropology, political science, and economics could not be meaningful unless practitioners understood the mathematically derived trends in the discipline. And don't count out the humanities. Art is composed of elements of math and some art is purely the study of geometrically derived forms. Music depends on the mathematic relationships of one note to another. Even language has been studied as a series of mathematical relationships.

The conclusion is obvious. Most students will be confronted with math in their careers. Students cannot have realistic expectations about their careers until they realize the omnipresence of math in the world of work. It is only when students are informed about the utility of math that mathematics will lose its image as occupationally relevant for only engineers and math teachers, and it will evolve as an occupationally important subject for everyone.

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Miss Liz Jennings, Counselor in Career Life Development Center, has announced plans to legally change her name on May 1, 1976. She will marry Tom Shupe on that date. Tom is Sports Information Director at Virginia Military Institute, Lexington.

PLACEMENT OFFICE

The Placement Office is available to assist students in finding jobs either part-time or full-time. Students completing their course requirements for graduation should contact Mr. Thomson (Room 216, Fishburn Hall, ext. 263) at least sixty days in advance of their permanent job placement availability if they desire assistance in getting a job. Students requiring part-time work while attending school should stop by the Placement Office in Room 216, Fishburn Hall or call Mr. Thomson at ext. 263.

Faculty members and administrators are urged to advise the Placement Office of any job openings that come to their attention.

DIVISION OF BUSINESS

Income tax packages, prepared by Mrs. Sallie Branscom, will be available in the Learning Lab on February 1. The packages, consisting of video tapes and cassettes, will assist students and faculty in filing their tax returns. Any tax questions will be handled by Mrs. Branscom, Mr. Eugene Crotty, or Mr. Carroll Gentry.

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Congratulations to Julian and Brenda Wills! On January 4 they became parents of a son, Julian Blake, weighing 8 pounds, 3 1/2 ounces.

BROWN LIBRARY

Would you like to hear a stimulating talk by a prominent person? Would your students benefit from such a talk? Do you have ideas for who these guest speakers might be? If so, contact Roger Wilson (ext. 241). He is available to assist interested faculty in developing a program of outside speakers.

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Interested in knowing at a glance what periodicals in your subject area your college library subscribes to? Ms. Judy Moreth recently prepared a periodical index display for the library. It indexes our periodicals by title and subject area, indicates whether our holdings are on microfilm or not, and indicates how far back our holdings go. It is located on the reference table behind the Xerox machine on the main floor of the library. If you have any questions about our periodical subscriptions, give Judy a call (extension 343).

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Currently on display on the main floor of Brown Library is the exhibition "Album of Virginia," which consists of 19th century prints. These prints are scenes along the James River and other famous Virginia sites.

Opening March 29, Brown Library's art exhibition will be "Daumier Prints," a selection of twenty prints by 19th century lithographer Honoré Daumier. These prints depict the peculiar pressures of modern life through the artist's keen insight and sympathy for human beings.

"Famous American House Interiors" will be on exhibit from April 12 through April 26. These twenty-five panels provide a visual survey of the domestic interior architecture and furnishings in America from the 17th to the 19th centuries.

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Mr. David Hillman, Coordinator of Library Services, represented the college at the 31st National Conference on Higher Education held in Chicago March 7-10. The theme of the conference was the effect on American higher education of the creative tension between the ideal of quality and equality.

CAREER LIFE DEVELOPMENT CENTER

A broad range of occupations awaits students who have knowledge of a foreign language. Yet students typically shy away from the study of another language. Asked about reasons for their reluctance, students give a variety of responses. One of the most common, however, is that there are no jobs for a foreign language major. It is true that traditional positions for language majors, i.e., teachers or translators, are not lucrative. These positions often require an individual to be bilingual and are limited to availability. Nevertheless, there are many occupations in which knowledge of a foreign language is essential, although not the only qualification.

Business is one area that offers opportunities to people with knowledge of other languages. Any position that calls for transactions with other countries potentially calls for the ability to communicate with individuals who do not speak English. This could range from the executive's transacting a negotiation to the secretary's typing a letter. Banking and finance operations often call for dealings with other countries. Of course any company that has an overseas office in a non-English-speaking country has need of employees who speak a foreign language.

Language is also an essential tool of many government workers, whether stationed in thi country or in another. The ability to communicate in foreign languages is essential to the operation of contemporary government.

CAREER LIFE DEVELOPMENT CENTER

Ever consider all the jobs possible with a background in biology? If you think about them, you may be surprised at the diversity of occupations in which a knowledge of biology is helpful, if not essential. The areas of "pure" biology are, of course, the most direct use of the study of biology. The fields of biology literally number in the hundreds, ranging from algology to zymology. Positions in these specialties are preceded by many years of formal academic training, usually at the graduate level. The jobs themselves tend to be research oriented and are often connected with a university. Teaching is a frequent duty for the biologist at this level.

However, many other opportunities are available. Technologies and other sciences, both physical and social, deal with biological information. Chemistry is an evident one. Geology utilizes animal and plant remains to date rock formations. Petroleum engineers are trained in the biology of ancient organisms whose decomposition formed oil and coal deposits. Anthropology's subfield of physical anthropology uses the tenets of anatomy to classify remains of man and other animals. Psychology has devoted much attention to understanding the biological roots of behavior. The list could go on and on.

Occupations related to biology are in evidence at all levels of complexity. The allied health areas are a good example. Biological knowledge is applied by ward attendants on through physicians, and by all the other technicians and specialists involved.

With the increased concern with ecology, many new positions are being created by paper companies and coal companies to reclaim land. Forest technicians are also being used by many industries, as well as federal, state, and local governments.

Biology can offer varied and diverse occupational opportunities. A person in virtually any occupation will make use of biological principles at one time or another, even if its only for personal hygiene. The world around us is replete with life and with occupations concerned with studying that life.

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The CLDC will sponsor a seminar, "Transferring to a Four-Year College?" on May 20, 1976 at 2:00 P.M. in Anderson 140. Dr. Sue Harden, VPI & SU Counseling Center, will deal with the academic, social, and cultural changes a transfer student can expect upon entering a senior division school. Students contemplating transfer to any four-year college should be able to benefit from the program.

SPECIAL SERVICES

Members of the Special Services staff are making efforts to expand the tutorial service available to their students. Group tutoring sessions have been arranged for developmental English and developmental mathematics students at the following times and locations:

1. English - Monday through Thursday, 2-4 P.M., 210 Duncan Hall

2. Mathematics - Monday through Thursday, 2-4 P.M., 208 Duncan Hall

3. English and Mathematics - Tuesday through Thursday, 5:30-7:00 P.M., 233 Anderson H

Faculty members are asked to encourage their students to participate whenever any need for extra help exists. Although the tutoring assistance is being provided by the Special Services office, non-Special Services students are also invited. Additional hours will be made available if the demand is sufficiently great.

APPENDIX D

Radio Scripts and Public Service Announcements

PSA

It has been said that a man is known by this work; however, women also use their occupation as a means of defining themselves and their relation to society. Career decisions for women are often more difficult than those for men. Family, society, and economics often pose barriers to women in search of a satisfying career.

The Career Life Development Center of Virginia Western Community College is aware of some of the problems and is willing to help. Information and personal career counseling are available without charge to anyone 16 years of age or older. For more information, call the Career Life Development Center, 344-2031. Residents outside the Roanoke area can call toll free 1-800-542-5946.

Let the world know you by your work.

PSA

Confused about your career? Don't know where to get the type of education you would like? Discontent with your present work but don't know what else there is? Your career is among the most important concerns of your life, but at the sometime it is often the most bewildering.

Do you need help putting it all together? The Career Life Development Center of Virginia Western Community College can assist you through professionally directed career exploration. There is no fee for this service and it is available to persons 16 years of age or older. For more information call the Career Life Development Center at 344-2031. Residents outside the Roanoke area can call toll free 1-800-542-5946.

PSA

Rich man, poor man, beggar man, thief; doctor, lawyer, Indian chief. It's sometimes difficult to make rhyme or reason of where your career is headed. There are many factors that make difficult career decisions even harder. The economy, the changing job market, or just the sheer number of occupations available can all contribute to career confusion. Virginia Western Community College's Career Life Development Center can assist you in gaining career direction.

The Career Life Development Center can not make decisions for you nor can it find you a job, but it can help you discover yourself and relate your interests, personality, and aptitudes to the world of work. The Center makes available without charge, a career information library and personal career counseling to anyone 16 years of age or older. For more information, call the Career Life Development Center at 344-2031. Residents outside the immediate Roanoke area may call toll free 1-800-542-5946.

Career Development is one of the most important processes in your life. Don't leave it to chance.

INVESTIGATIVE JOBS

Tasks

Some typical investigative tasks:

1. Read scientific reports.
2. Work on new, exotic computer applications.
3. Study blook samples through a microscope.
4. Build laboratory equipment.
5. Look through scientific data for basic trends.

The tasks involved in investigative jobs are scientific or laboratory in nature, and usually involve trying to solve some puzzle, whether the puzzle is a large, mysterious problem such as how the universe came into being, or a more normal, daily problem such as figuring out the composition of a sample of blood taken from a patient in a medical clinic. Investigative or scientific jobs usually involve working in laboratories, clinics, or other research graphs, numbers and formulas, and data about a wide variety of physical phenomena such as the load-bearing characteristics of materials, or the composition of the voting records of an entire state, or the protein composition of different foods. Frequently, these tasks require long periods of intellectual effort, and people have been known to spend all night or entire weekends working on scientific problems.

Investigative workers are usually found in research laboratories or clinical settings, but they also work in a wide range of other places--highway departments where they study issues such as traffic control and composition of highway materials; in advertising agencies where they work on market surveys; in food-producing companies where they work on nutritional aspects of food; in military settings where they work on new weapons or new military strategies; in financial departments where they work on questions of economic strategy, money flow, and inventory problems--in general, in any place where problems are being attacked in a systematic, scientific way.

Investigative tasks frequently involve the use of computers, microscopes, telescopes, volt meters, high-speed centrifuges, or any of an incredible array of other laboratory and scientific equipment. The investigative job differs from the realistic job in that the realistic job is usually more concerned with machines that produce products, while the investigative job is concerned with machines that produce data or information.

CO-WORKERS

People in investigative jobs are task-oriented, which means they get all wrapped up in the problem they are working on. For the most part they are not

particularly interested in working around other people. They prefer to work independently, and they usually don't like to be supervised or to supervise other people. They sometimes perceive themselves as lacking in leadership or persuasive abilities, but they are confident of their scholarly and intellectual abilities.

They enjoy solving abstract problems and have a great need to understand the physical world; this includes a reverence for "hard data" and a reluctance to accept unquestioningly "traditional wisdom."

They prefer to think through problems rather than act them out. They enjoy ambiguous challenges and do not like highly structured situations with lots of rules. They frequently have unconventional values and attitudes and tend to be original and creative, especially in scientific areas. They are frequently asocial and do not enjoy large social gatherings.

They describe themselves as "analytical, curious, independent, and reserved." They especially dislike repetitive activities and sales activities. They are very curious.

REWARDS

The unique reward of many investigative jobs in the worker's freedom and opportunity to satisfy an innate curiosity. Scientists are continually curious about nature, about people, about business, even about art and music, and are continually studying all of these areas, using a scientific approach--analyzing situations, checking out data, trying to understand what is going on in whatever field they are working.

In addition, investigative jobs usually allow the worker considerable freedom to try out new ways. People are allowed to indulge their own work-styles, though of course there is steady pressure for achievement.

ARTISTIC JOBS

Tasks

Some typical artistic tasks:

1. Paint someone's portrait.
2. Act in a play.
3. Take music lessons.
4. Read or write poetry.
5. Design a new type of fabric.

The tasks involved in artistic occupations usually involve the creation of artistic products, working with words, music, or other art forms. Some other examples of specific activities are painting or sketching pictures, composing or playing in an orchestra or band. Decorating rooms, designing homes, or doing portrait photography are other examples of artistic activities.

Artistic jobs are found in settings such as art museums, art galleries, music departments, interior decorating offices, music stores, theater groups, photographic studios, radio and television studios, and any place where artistic skills are taught--music departments, art departments, theater departments, and,

to a lesser extent, departments of journalism or schools of architecture.

CO-WORKERS

People who enjoy working in artistic jobs describe themselves as "complicated, disorderly, emotional, idealistic, imaginative, impractical, impulsive, independent, introspective, intuitive, nonconforming, and original." They like to work in free environments that allow them to express themselves in a wide variety of media--writing, music, drawing, photography, fabrics--in general, and art form or material.

They value beauty and esthetic qualtities, and don't care much for social entanglements. They like small, intimate groups and generally don't like large "country-club type" affairs. They like to make things, and are willing to take risks to try something new even if the chances of failure are high.

Many artistic people feel driven to produce their own distinct product; they try to express their personalities in their output, and they feel very uncomfortable in settings where they have to inhibit themselves. Artistic people usually dress in freer styles than other people; if everyone else is wearing jeans, they prefer capes, or caftans, or muumuus--something distinctive, something that expresses their individuality. The artistic person has a distaste for appearing conventional or undistinguished. They like to use their creativity to help them stand out from the crowd.

Artistic people have little interest in problems that are highly structured or that require a lot of physical strenght, preferring those problems that can be dealt with with self-expression and artistic media. They resemble investigative people in preferring to work alone, but have a greater need for individualistic expression, are usually less assertive about their own capabilities, and are more sensitive and emotional. Artistic people score higher on measures of creativity than any of the other types. Other adjectives they use to descrive themselves are "independent, original, unconventional, expressive, and intense."

REWARDS

The uniqure reward of artistic jobs comes from the opportunities for creating new things, and from being around other creative people. In most creative jobs the person is expected every day to create something new, to try something different, to stretch for new ways. This continual stimulation for the new and the different, for quality in creativity, is a primary reward of artistic jobs. Creative co-workers create an atmosphere where this continual striving for innovation is tolerated, even encouraged.

SOCIAL

Tasks

Some typical social tasks:

1. Teach someone how to read.
2. Help a friend patch up a broken romance.
3. Organize a round-table discussion about different religions.
4. Work with an adoption agency.

5. Write letters for someone in the hospital.

The tasks involved in social jobs are those concerned with working with other people, teaching them, or training them, or curing them, or leading them, or organizing the, or enlightening them. Examples of social jobs are high school teacher, speech therapist, physical education teacher, playground director, clinical psychologist, vocational counselor, or city school superintendent. Social tasks include explaining things to others, entertaining other people, planning the teaching of other people, helping other people solve their difficulties, organizing and conducting charities, and straightening out differences between people.

quality not quantity

interpersonal skills

CO-WORKERS

People who enjoy working in social jobs describe themselves as "cooperative, friendly, generous, helpful, idealistic, responsible, sociable, tactful, and understanding." They like to work in groups, especially small groups that are working on problems common to individuals in the group.

They dislike working with machines or in highly organized situations such as military units. The like to discuss philosophic questions--the purpose of life, what constitutes right or wrong. They are socially competent and like situations that allow them to display their social values, such as leading group discussions.

Social people are concerned with the welfare of others. They usually express themselves well and get along well with others. They like attention and seek situations that allow them to be at or near the center of the group. They prefer to solve problems by discussions with others, or by arranging or rearranging relationships between others. Social people also descirbe themselves as "cheerful, popular, achieving, and good leaders."

REWARDS member

The rewards of working in social jobs center around the warm glow that comes from helping other people solve thier problems or improve themselves. People from all walks of life are called on occasionally to help their friends in time of trouble, but people in social jobs are called upon daily for that kind of help; indeed, they are usually paid to give it--it's their job. Consequently, they often have opportunities to work closely with other people and help them out, and they have frequent opportunities to see the results of how their actions helped others. People in social jobs usually have co-workers who are like themselves, and groups of social people are usually warm and supportive of each other. They make each other feel wanted, they have great respect for each other's abilities, and they have many opportunities for close interpersonal relationships.

ENTERPRISING 5-6-76

Tasks

Some typical enterprising tasks:

1. Lead a important committee.

2. Give a speech on your organization's policies.
3. Run for an elected office.
4. Head up a fund-raising campaign.
5. Take a course in leadership development.

Enterprising jobs involve persuading other people to your viewpoint. Included are many sales jobs, political jobs, leadership jobs, and business executive jobs. Some examples of the daily activities of enterprising people are selling things to other people, running meetings where groups are trying to set standards or arrive at goals, handling situations where new policies or procedures are being debated. Enterprising activities involve organizing committees, running task forces, planning new organizational structures, worrying about how to motivate others, and trying to plan relationships between people so that the group will be effective. Examples of enterprising jobs include business executives, salesmen, political campaign managers, public relations directors, stock and bond brokers, buyers, hostesses, retailers, fashion merchandisers, and industrial consultants.

CO-WORKERS

People who enjoy working in enterprising jobs describe themselves as "adventuresome, ambitious, argumentative, domineering, energetic, flirtatious, impulsive, optimistic, self-confident, sociable, and talkative."

Such people enjoy competitive activities and like to work in groups where they can have some influence over what the group is doing. They are self-confident and usually see themselves as good leaders. Usually they are fairly good speakers, both in groups and in one-to-one conversations. They are persuasive, and they enjoy trying to make things happen.

Enterprising people value money and material possessions; frequently, they drive expensive cars and have expensive hobbies such as sailing large boats or flying their own airplanes. Many enterprising people like to belong to country clubs and the best social groups; they enjoy trips to resort hotels, and they like to meet and hobnob with famous, rich, and powerful people. Generally, enterprising people dislike science and systematic thinking.

Enterprising people usually have a great facility with words, which they put to effective use in selling, dominating, and leading. They are impatient with detail work or work involving long periods of heavy thinking. They like power, status, and material wealth; they enjoy working in expensive settings. They have strong drives to organizational goals or economic aims. They see themselves as aggressive, popular, self-confident, cheerful, and sociable. They generally have a high energy level and lots of enthusiasm.

REWARDS

The unique reward from enterprising jobs is the sense of achievement that comes from making things happen, whether it is conducting a sales compaign, or winning an election, or persuading a board of directors to accept new policies. Enterprising people frequently have a strong sense of relevance from being where the action is.

CONVENTIONAL

5-6-7c

Tasks

Some typical conventional tasks are:

1. Preparing written reports.
2. Keeping careful records.
3. Typing and filing reports and correspondence.
4. Organizing office procedures.
5. Operating business machines.

Conventional occupations include bookkeeper, statistician, bank teller, inventory controller, payroll clerk, secretary, financial bank cashier, and accountant. Conventional jobs usually require a fair amount of writing, but it is usually the writing of business letters and regular reports rather than the writing of poetry, plays, or short stories.

CO-WORKERS

People who enjoy conventional jobs describe themselves as "conforming, conscientious, efficient, inhibited, obedient, orderly, persistent, practical, and calm."

They like for life to be orderly and to go according to plan. They like to know what is expected of them, and they enjoy carrying out their assignments. They prefer regular hours for work and like to work in comfortable, indoor environments. Usually, they are averse to free, unsystematic, exploratory behavior in new areas.

Conventional people prefer the highly ordered activities, both verbal and numerical, that characterize office work. They fit well into large organizations but do not themselves seek out leadership; consequently, they prefer to work within a well-established chain of command. They dislike ambiguity and prefer to know precisely what is expected of them. They describe themselves as "conventional." They have little interest in problems requiring physical skills or intense relationships with others, and they are most effective at well-defined tasks. Like enterprising people, they value material possessions and status, although they usually prefer conforming and subordinate roles.

REWARDS

The rewards of working in conventional jobs center around seeing offices and organizations run smoothly, and in understanding how the individual's contribution helps in making that happen. People who have a methodical outlook on life, who can organize, and who can keep a million details straight so that the work of other people is facilitated take great pleasure in seeing their efforts results in a smooth-running operation. People in conventional positions are frequently the glue that holds the entire operation together. Because of the nature of their work, they are not always publicly recognized as much as perhaps they should be, but they themselves have some appreciation of the contribution they are making to the organization, and this is one of the pleasant aspects of conventional occupations.

REALISTIC JOBS

5-C-7C

Tasks

Some typical realistic tasks:

1. Run a large bulldozer.
2. Build a chest out of wood.
3. Operate an X-ray machine.
4. Take apart a small engine.
5. Wire a summer cabin.

The tasks involved in realistic jobs usually involve working with tools or machines and sometimes working outdoors or on construction sites. The tools might be large, powerful machines such as bulldozers, cranes, tractors, or big trucks, or the tools might be precision machinery such as X-ray machines or watchmaker's tools. People in realistic jobs might work with wrenches, hammers, surveying equipment, electrical equipment, or construction machinery. The jobs might involve working on cars, boats, airplanes, pumps, or automatic, high-speed packaging machinery. Realistic jobs frequently involve either building something new such as houses, machinery, roads, and bridges, or maintaining such structures after they are completed.

CO-WORKERS

People who are attracted to realistic jobs are usually rugged, robust, practical, physically strong, and frequently competitive in outlook. They usually have good physical coordination, but sometimes they have trouble expressing themselves in words or in talking with others. They like to work outdoors, and they like to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or with people.

They generally have conventional political and economic opinions, and they are usually cool to radical new ideas. They enjoy creating things with their hands. They have good motor coordination, but they are frequently uncomfortable in social settings, and lack verbal and interpersonal skills. They usually see themselves as mechanically and athletically inclined and are stable, natural, and persistent. They prefer concrete to abstract problems. They rarely perform creatively in the arts or the sciences, but they do enjoy building things. Realistic people tend to see the world in simple, tangible, and traditional terms. Possessions are important to them, and they usually put their recreational money into cars, boats, campers, snowmobiles, motorcycles, airplanes, or other machinery.

Realistic people describe themselves in interviews as "conforming, frank, genuine, normal, persistent, practical, stable, thrifty, materialistic, shy, and uninvolved."

REWARDS

One unique reward of most realistic jobs is that life appears relatively simple and straightforward, and the worker can quickly see the results of his or her labors. The mechanic who is working on a car can see at the end of the

job that the car now functions. The carpenter building a house has the quiet satisfaction of seeing the house take shape. The forester harvesting logs can watch the pile of logs grow and can quickly see the fruits of a day's labor. The person who is working on a machine such as a drill press can see the material being formed. The machine adjuster working on a high-speed packing line can quickly see the speed with which materials are being produced. In general, on realistic jobs, life is not complicated by intricate problems between people or organizations, nor by troublesome choices between conflicting philosophies.

APPENDIX E

Self-directed Modules Designed for GENL 100: Orientation

MODULE III

CAREER DEVELOPMENT

Career development entails awareness. First, you have to be aware of yourself. You have to know what type of person you are, your likes and dislikes and the environment(s) in which you feel comfortable. Career development also requires a knowledge of the world of work. Realities such as employment outlook, salary, work conditions, and potential for satisfaction are subsumed under this area.

If you are to survive, you must remain flexible in the face of inevitable and universal change. Do not be deceived into seeing career choice as a one time event that is unalterable. Throughout your life you will need to be continuously aware of yourself and your environment. You will need some guideposts to assist you. The career development process is not easy, but its complexity should not frustrate you to the point of haphazardness. Now is the time to commence a systematic approach to your career development.

GOALS OF MODULE

1. To provide you with a system for viewing the self and the world of work.
2. To assist you in gathering data about the self and the world of work.
3. To provide you with a framework for making career decisions.

OBJECTIVES OF MODULE

Upon successful completion of the career development module, you will:

1. Be able to identify the work-self classification(s) that is (are) more descriptive of you.
2. Have knowledge of occupations that are descriptive of the appropriate work-self classification(s).
3. Have made tentative decisions about the feasibility of pursuing one or more of the occupational titles explored.

METHODS USED

1. Video cassette
2. Film strip
3. Worksheets
4. Standardized evaluation

EVALUATION

You will complete worksheets to reflect completion of the various units. Worksheets are marked with *** and are to be submitted to your instructor.

INSTRUCTIONS FOR USE

1. Each unit should be read completely. Activities should be completed as described and worksheets, when required, may be filled out in longhand. However, care should be taken to make handwriting legible and neat.

2. Worksheets and evaluation should be submitted in one package to your instructor upon termination of the module.

UNIT I

OVERVIEW OF CAREER DEVELOPMENT

Go to the Career Life Development Center, top floor of Brown Library and view the video cassette "How a Career Develops." Respond to the questions below, drawing upon material in the video tape and your personal experience.

*** 1. Why is it proper to think of career development as the outcome of a series of decisions rather than just one decision?

2. Childhood experiences have no effect on career development. Defend or attack this statement.

3. What is a role model? How can a role model affect your career decisions?

4. Is it "normal" for a person to have career direction firmly established by the time he or she is 18 years old? What should a person expect of career development by age 18?

5. How independent from environmental circumstances (e.g., economic conditions, technology, social pressures, labor market) are career choices?

6. Defend or attack the contention that it is often necessary to accept a less than desirable job in an occupational field when you have no experience. What benefit would you expect from your first job in your choosen occupational field?

7. What does compromise mean? How does it affect career development?

UNIT II

EXPRESSED INTERESTS

View the filmstrip "Choosing Your Career" in the Career Life Development Center. Occupations can be grouped in ways that may help you think about them in relation to yourself. The classification that follows is based on the system described in the filmstrip. Read over the description of each of the groups, then indicate your degree of interest beside each group. In the space provided, indicate your response in the following manner:

+ = above average interest
0 = average interest
- = below average interest

***

_____ R-THEME:

Extreme examples here are rugged, robust, practical, physically strong and frequently aggressive in outlook; such people usually have good physical skills, but sometimes have trouble expressing themselves in words or in communicating their feelings to others. They like to work outdoors, and they like to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or with people. They generally have conventional political and economic opinions, and are usually cool to radical new ideas. They enjoy creating things with their hands and prefer occupations such as mechanic, construction work, fish and wildlife management, laboratory technician, some engineering specialties, some military jobs, agriculture, or the skilled trades.

_____ I-THEME

This theme tends to center around science and scientific activities. Extremes of this type are task-oriented; they are not particularly interested in working around other people. They enjoy solving abstract problems and have a great need to understand the physical world. They prefer to think through problems rather than act them out. Such people enjoy ambiguous challenges and do not like highly structured situations with many rules. They frequently have unconventional values and attitudes and tend to be original and creative, especially in scientific areas. They prefer occupations such as design engineer, biologist, social scientist, research laboratory worker, physicist, technical writer or meteorologist.

_____ A-THEME

The extreme type here is artistically oriented, and likes to work in artistic settings where there are many opportunities for self-expression. Such people have little interest in problems that are highly structured or require gross physical strength, preferring those that can be dealt with through self expression in artistic media. They resemble I-THEME types in preferring to work alone, but

have a greater need for individualistic expression, are usually less assertive about their own opinions and capabilities and are more sensitive and emotional. They score higher on measures of originality than any of the other types. They describe themselves as independent, original, unconventional, expressive and tense. Vocational choices include artist, author, cartoonist, composer, singer, dramatic coach, poet, actor or actress, and symphony conductor.

_____ S-THEME

The pure types here are sociable, responsible, humanistic and concerned with the welfare of others. They usually express themselves well and get along well with others; they like attention and seek situations allowing them to be at or near the center of the group. They prefer to solve problems by discussing with others, or by arranging or rearranging relationships between others; they have little interest in situations requiring physical exertion or working with machinery. Such people describe themselves as cheerful, popular, achieving and good leaders. They prefer occupations such as school superintendent, clinical psychologist, high school teacher, marriage counselor, playground director, speech therapist, or vocational counselor.

_____ E-THEME

The extreme types here have a great facility with words, which they put to effective use in selling, dominating and leading; frequently they are in sales work. They see themselves as energetic, enthusiastic, adventurous, self-confident, dominant and they prefer social tasks where they can assume leadership. They enjoy persuading others to their viewpoints. They are impatient with precise work or work involving long periods of intellectual effort. They like power, status and material wealth, and enjoy working in expensive settings. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, political campaigner, realtor, many kinds of sales work, sports promoter and television producer.

_____ C-THEME

Extremes of this type prefer the highly ordered activities, both verbal and numerical, that characterize office work. They fit well into large organizations but do not seek leadership; they respond to power and are comfortable working in a well-established chain of command. They dislike ambiguous situations, preferring to know precisely what is expected of them. Such people describe themselves as conventional, stable, well-controlled and dependable. They have little interest in problems requiring physical skills or intense relationships with others, and are most effective at well-defined tasks. Like the E-THEME type, they value material possessions and status. Vocational preferences are mostly within the business world, and include bank examiner, bank teller, bookkeeper, some accounting jobs, financial analyst, computer operator, inventory controller, tax expert, statistician, and traffic manager.

UNIT III

YOUR MEASURED INTERESTS

In Unit II, you have considered your expressed or felt interests. Now you are to gather some information about your interests as measured by the Strong-Campbell Interest Inventory (SCII).

What will this information be like? It has been found that people who are successfully employed in an occupation tend to be similar to one another in many interests, and different in their interests from people in other occupations. The Strong-Campbell Interest Inventory enables you to compare your interests with those of successful people in a number of different fields.

You will need to go to the Career Life Development Center to be administered the Strong-Campbell Interest Inventory. You will be notified in approximately ten days by mail that your results are ready. It will be necessary for you to arrange an appointment with a CLDC counselor in order that your profile may be interpreted.

You now have two sources of input about your interests. Refer to Unit II and enter your expressed interests on line (a) of the chart below, in the appropriate column. Using the information from the General Occupational Themes on the SCII, classify your measured interests by (+) for moderately high, high or very high interest, (0) for average interest and (-) for moderately low, low or very low interest. Enter your classification of measured interest on line (b) of the chart below, in the appropriate column.

***	R-THEME	I-THEME	A-THEME	S-THEME	E-THEME	C-THEME
a. Your expressed interests (from Unit II)						
b. Your measured interests (from Unit III)						

*** MEASURED INTERESTS +, EXPRESSED INTERESTS +

a. Comparing No. 2a and No. 2b, consider those groups for which you have both + marks. Enter below the names of the theme (s) that are "+." (Enter as many "+" themes as you have. If you have none, go to part b).

1. Theme:_____
Which occupations within this group warrant the most consideration in developing your vocational plans? (Refer to the appropriate Occupational Scale on the SCII).

2. Theme:_____
Which occupations within this group warrant the most consideration in developing your vocational plans? (Refer to the appropriate Occupational Scales on the SCIL)

3. Theme:_____
Which occupations within this group warrant the most consideration in developing your vocational plans? (Refer to the appropriate Occupational Scales on the SCII.)

Now consider the groups for which you have one +, but the other mark is 0 or -. These groups are harder to interpret in your planning because there are many possible explanations. (Enter as many +, 0, - themes as you have. If you have none, go to part C.)

MEASURED INTERESTS +, EXPRESSED INTEREST 0 or -

b. List these groups below and after each one consider the question which follows.

1. Theme:_____
Why do you think your measured interests are similar to those of people in this group of occupations?

2. Theme:_____
Why do you think your measured interests are similar to those of people in this group of occupations?

3. Theme:_____
Why do you think your measured interests are similar to those of people in this group of occupations?

MEASURED INTERESTS 0 OR -, EXPRESSED INTEREST +

c. List these groups below and after each one consider the question which follows:

1. Theme:_____
   Why do you think your measured interests are different from those of people in this occupational group?

2. Theme:_____
   Why do you think your measured interests are different from those of people in this occupational group?

3. Theme:_____
   Why do you think your measured interests are different from those of people in this occupational group?

What effect, if any, should this difference have on your planning?

How thoroughly do you feel your answers cover these questions?

_____ very thoroughly _____ somewhat thoroughly

_____ thoroughly _____ not thoroughly at all

If you feel your answers are not thorough or omit important aspects of interests and your evaluation of them, please contact a CLDC counselor.

UNIT IV

OCCUPATIONAL RESEARCH

The questions listed below are intended to help you in your search for the kinds of facts you will need before you decide whether or not to choose a particular occupation. If any question does not apply to the occupation you are studying, ignore it. If any question would require excessive work in order to get information that you are sure would have no affect upon your occupational choice, ignore it. Use this outline, not as a blueprint of rigid specifications, but as a check list, to be sure you do not overlook any item of importance to you. The Career Life Development Center has the information necessary for dealing with all or any of the questions.

***INTRODUCTION

Presently what occupation do you feel would be your first choice for a career? _____

What attracts you to this choice? (Again, avoid quick or superficial answers. Think hard. What there is about yourself that would make the occupation attract you where it might not attract someone else.) How is your choice reflected or not reflected by the information you have gathered about your interests?

What occupation would be your second choice?_____

What attracts you to this choice? How is your choice reflected or not reflected by your interest information?

What other occupations are you presently considering?

a. _____ b. _____

c. _____ d. _____

Now look at the occupations and reasons for being attracted to them which you have listed. Can you see any comment elements here--that is, do the occupations which attract you seem to be related in any way?

UNIT V

ACHIEVEMENT AND ABILITIES

***a. Although you may be unready to commit yourself to an academic major, you have surely given thought to various possibilities. What fields of study are most attractive to you?

1.

2.

3.

b. Think about these fields of study in relation to the information you have gained about your abilities and achievements from past experiences. On the basis of this information, do these fields seem suitable or unsuitable for you? (check each)

	SUITABLE	UNSUITABLE	DON'T KNOW
FIRST FIELD	_____	_____	_____
SECOND FIELD	_____	_____	_____
THIRD FIELD	_____	_____	_____

c. If you are uncertain, what further information do you think you need?

If you are unclear about anything at this point, please see a CLDC counselor.

SEARCHING MEANS RESEARCHING

For your first and second occupational choices, answer the following:

***What are the specific training or educational requirements? What kind of training? How much education? Where are the schools located? What will it cost?

What other qualifications are needed? Does the career demand a certain trait, skill, or aptitude I do not or do have?

What is the nature of the work? Would I like it? Is it the sort of thing I could do over a long period of time?

What is the work environment? Is the occupation only in a factory? Office? Outdoors? Indoors? What about the hours?

What is the earning potential? Will I be able to make enough money to satisfy myself? Will I reach my salary peak too soon?

Where could I find such a job? Only in a big city? Would I like the geographical location?

What is the employment outlook? Good? Poor? Is there growth projected for this area of employment?

Will the career permit me to live the life-style I seek? How much freedom will I have? What are the pressures? Will the job be at least somewhat in harmony with my personal values?

What is the advancement potential in this occupation? What jobs would I be likely to advance to if I started in this occupation?

Will the career push me to live up to my potential, or will I be under-employed in a few years?

List here how much money you think you would have to earn in order to feel that you were doing about as well as you have a right to expect.

first year $ _____

after five years $ _____

after ten years $ _____

List here the best estimate you can get of how many people are employed in this occupation now and what the projection is for the future.

If there is a film strip or videotape in the CLDC that interviews a person working in your occupational choice, respond to the items below. (If there is no interview available, answer in terms of what you think.)

List here the things that most of them say they dislike most.

List here the things that most of them say they like most.

List here any other reasons why you think this would be a good occupation for you to enter.

List here any other reasons why you think this would NOT be a good occupation for you to enter.

UNIT VI

WHAT ARE YOU GOING TO DO ABOUT IT?

The purpose of this section is to guide you in gathering the information that is important input to occupational choice. This will involve some repetition of facts that you have already recorded elsewhere. Repetition is necessary in order to help you to select and bring together the most important facts, so that you can get a good look at them and decide what your next steps should be.

For the questions below, answer the questions in terms of the most attractive occupational choice available to you.

***List here all the things you would have to do in this occupation that you think you could do well AND enjoy doing.

List here all the things you would have to do in this occupation that you think you could not do well OR that you would dislike doing.

APTITUDES

List here any aptitudes in which you must be better than average in order to do satisfactory work in this occupation or to get the training necessary to enter it; for example, mechanical aptitude, clerical aptitude, scholastic aptitude, finger dexterity, sound discrimination, reaction time.

PREPARATION

List here the number of years of high school and college training that you must have to enter this occupation.

high school _____ college _____

EARNINGS

List here how much money you think you could earn in this occupation.

first year $ _____

after five years $ _____

after ten years $ _____

SUMMARY

Go back over the things you have written on the preceding pages and:

***List here the most important reasons why you think this would be a good occupation for you to enter.

List here the most important reasons why you think this would NOT be a good occupation for you to enter.

TENTATIVE DECISION
If you had to decide today whether or not to enter this occupation, what would you decide and why?

Hopefully this module has been helpful to you in allowing you to begin to make tentative career decisions. Since it is not meant to replace the services of the Career Life Development Center or GENL 298-Career Development, we encourage you to use either if you feel you still have some unresolved career decisions or questions.

EVALUATION OF MODULE III: CAREER DEVELOPMENT

Please respond as honestly as possible to the following statements. Your comments will be useful to us as we attempt to provide better information to students. Thanks for your time and effort.

KEY:
Strongly Agree = 1
Agree = 2
Disagree = 3
Strongly Disagree = 4

STATEMENT	RESPONSES			
1. Was well organized	1	2	3	4
2. Directions clearly stated	1	2	3	4
3. Exercises related to the goals and objectives	1	2	3	4
4. Information was helpful	1	2	3	4
5. Would recommend to others	1	2	3	4

COMMENTS: (Hints: Most and least beneficial sections, new areas for inclusion in this module, etc.)

MODULE IV

JOB SEEKING SKILLS

This module has been designed to provide you with some of the practical skills you will need when searching for employment. You will be using these skills throughout your career, whether you are seeking your first job or changing jobs. The elements of this module are universal to all employment searching situations.

Before you proceed further, there is a critical question that must be answered: What type of job will you be seeking? If you cannot answer this query in even vague terms, it is strongly recommended that you complete Module 3, Career Development. Job searching is best accomplished when it is systematic, and unless you have a job goal, your search is likely to be ineffective, inefficient and probably unproductive.

A further word of caution is appropriate. As in all the modules for General 100, expect benefits in proportion to the amount of effort you exert. Since you will be building skills, you will not be able to lightly breeze through the module and obtain maximum results. Time will be involved, and there is no other way of attaining the goals for this exercise. It is expected that you will practice the skills of this module when you are actually seeking employment. Hopefully, they will contribute to the successful outcome of your search.

GOALS

1. To assist you in acquiring skills useful when seeking employment.
2. To import to you a "system" for job seeking.
3. To give you practice in the steps used in seeking employment.

OBJECTIVES

At the completion of the module, you will:

1. have knowledge of the job market.
2. be able to prepare a resume.
3. be able to write a cover letter.
4. have knowledge of interview techniques.
5. be able to identify potential employers.
6. have an appreciation of the realities of job seeking.

METHODS USED

1. Workbook
2. Audio-visual aids
3. Career Life Development resources

EVALUATION

1. You will complete the assignments as indicated in each unit. These are marked with *** and will be submitted to your instructor.

2. Extra credit will be given for an interview role play.

INSTRUCTIONS FOR USE

1. Each unit should be read completely.

2. All evaluation materials should be submitted to your instructor in one package upon termination of the Job Seeking Module.

UNIT I

WHY WORK AT ALL?

View the filmstrip "Why Work At All?" This film is kept in the Career Life Development Center, Room 212, Brown Library.

As an evaluation, respond to the questions given below. Your answers should be about 250 words each. This may be handwritten, but should be legible. This is a general guideline. Answer the questions meaningfully - don't write to total 250 words.

*** 1. Describe, in general terms, the type of work you would like to be doing (this isn't the description of a specific job). In your description, discuss the salary, surroundings (e.g., indoors vs. outdoors), atmosphere (e.g., close supervision vs. little supervision), co-workers, work schedule, etc.

2. Using your answer from question 1 as a starting point, what is the most important aspect of work to you? What is the least important? How do these responses help answer "Why Work At All?"

UNIT II

OCCUPATIONAL OUTLOOK

Access to the Career Information files and/or the Occupational Outlook Handbook in the Career Life Development Center is available to you. Look up information about the occupation you have been considering. Request assistance from the staff if you are not familiar with the arrangements of the Center.

*** Respond in short answers.

1. Is there adequate information about the occupation that you are considering?

2. How many people currently are employed in this occupation? What is the employment outlook for the future?

3. What salary can you expect if employed in this occupation?

4. Are there special qualifications or requirements necessary for this occupation? Do you meet them? Why or why not?

UNIT III

RESUME PREPARATION

There are many forms and styles for a resume. Regardless of alterations that you make, there are some universal elements that should be included. Remember, the resume is usually all that a prospective employer has to form an impression of you. It goes without saying that the better the resume, the better the impression you will make.

Points to note:

1. Type your resume. If you do not have a typewriter, the Typing Lab, Fishburn Hall, Room 22, may be available for your use Monday through Friday, 8:00 a.m. through 4:00 p.m.

2. A resume should be a concise summary. It should not extend beyond two pages.

3. Be careful about spelling.

4. Use correct grammar.

5. Be neat. Make clean erasures or use "white-out" for corrections.

6. Make copies of your resume by photoduplication (if duplication is high quality) or by offset (available from "Printers" listed in yellow pages of the telephone directory).

7. Have a friend, instructor, or counselor proofread your resume. If you have misspelled a word, it probably will look right to you if you are the only proofreader.

The most widely used style for a resume is the Chronological Resume. See example A following this unit. As the name implies, it is arranged in chronological order. The arrangement of the various headings of the resume may be changed according to your situation. For example, if you are applying for a position in which you have no experience, but do have a college degree, you would list "Education" first. If you have significant work experience, then list "Employment" first. Regardless of position, however, the material contained in each part should generally follow the format shown in example B following this unit.

One of the most troublesome, yet most important, pieces of information on the resume is an elaboration of skills and competencies that you have demonstrated on past jobs. You may overlook or not recognize some of your assets that employers look for in applicants. Study example C following this unit. Reflect upon your experience and incorporate any functional skills into your description of employment as appropriate.

*** Using these guidelines, write your personal resume. A copy is to be handed in as the evaluation for this unit. (Remember: a resume is typed.)

EXAMPLE A

RESUME

YOUR NAME
(in capital letters)

ADDRESS
(current and complete, including ZIP code)

TELEPHONE NUMBER
Where you can be reached during the day. You may want to list both a home number and an office number. (Be sure to include area code.)

JOB OBJECTIVE:	State the type of job you are seeking.
EDUCATION:	
Dates (start-finish, use month and year)	College - name and location Degree: Major: Minor: (If more than one college has been attended, list each, the most recent one first.)
Dates (start-finish)	High School - name and location Types of diploma, Community College prep, general. If awarded a GED, omit high school name and give date and place of GED. Include other significant educational experiences, e.g., training seminars that you have attended.
EMPLOYMENT:	
Dates (start-finish, use month and year)	List most recent employer's name and address. State your job title and describe briefly the responsibilities you had in this job. Draw upon the skills and competencies you exhibited (see example C). State promotions, if any, and the number of people under your supervision, if any. Do not sell yourself short, but do not misrepresent your abilities. Also, include the reason you left.
Dates (start-finish)	List second most recent job. Follow the same procedure as above. Usually your description will be less detailed as the job has been less recent.

PERSONAL:

Age:	Height:
Weight:	Marital Status:
Date of Birth:	
Residence:	Own home, rent, etc. State whether you are willing to relocate.
Health:	State any physical limitations and overall health condition.
Military Service:	Give dates of entry and discharge, branch, and rank. List any army obligations, i.e., Reserves or National Guard.
Affiliations:	If you belong to Associations, Unions, or other groups that are directly connected to the position, be sure to name them.

REFERENCES: Usually you state "Available upon request." Of course, gain the prior consent of anyone whom you use as a reference. Never use relatives as references. Attempt to select people who can give a credible estimate of your skills.

(NOTE: If you have not been employed in a full-time permanent position, any work history you have is important to cite. Be sure to identify the competencies you have exhibited. If you have had full-time employment, list only it, and do not include part-time or temporary jobs unless they relate directly to the position you are seeking.)

EXAMPLE B

RESUME

JAN S. FACE
1313 Mockingbird Lane
Roanoke, VA 24099
(703) 999-9991

JOB OBJECTIVE

I am seeking a position in sales. Hopefully this position will permit travel and will allow me to meet with consumers in their homes.

EDUCATION

Sept. 1974 - June 1976	Virginia Western Community College, Roanoke, VA Business Management, AAS, cum laude
Sept. 1970 - Dec. 1973	University of North Carolina, Chapel Hill, NC Major: Physical Education Minor: Philosophy Resigned after completing 75 semester hours-- Medical Reasons
Sept. 1966 - June 1970	Winsor Hill High School, Roanoke, VA Diploma (General Curriculum)

OTHER EDUCATION

Feb. 1973 0 May 1973	Dale Carnegie Course

EMPLOYMENT

June 1975 - Present	Zippo Department Store, The Big Mall, Roanoke, VA Worked part-time in the sporting goods department. Advanced from stock clerk to floor salesperson.
May 1973 - April 1975	Joe's Diner, Salem, VA Worked part-time as a short-order cook. Was promoted to night manager and made responsible for four employees. Resigned to seek part-time employment that would permit more time for school work.
Nov. 1965 - May 1969	The Daily Bugle, Roanoke, VA Delivered newspaper seven days a week. Increased route from initial 25 customers to 218. Responsible for all billing, collecting, and solicitation. Received Young Salespersons award, 1967.

OTHER SIGNIFICANT EXPERIENCES

President, Future Farmers of America, 1966 - 67.
Co-Captain, Fencing Team, UNC, 1971 - 72.

PERSONAL

Date of Birth: May 29, 1952 Height: 5'7"
Weight: 140 lbs. Marital Status: Single
Residence: Rent apartment. Willing to relocate.
Health: Excellent general health. Prosthetic left eye as a result of an athletic accident. This does not hamper my activity in any way, nor does it detract from my appearance.
Military Service: None

References available upon request.

EXAMPLE C

FUNCTIONAL SKILLS

Writing
copy writing for sales; creative writing, prose, poetry, expository writing, essays, report, memo writing; writing for a popular audience (journalism)

Representing
representing an employer to the public

Making Layouts
for printed media, newspaper, etc.; for public displays, as in posters

Sketching
pictures of things, people; diagrams, charts, other symbols

Editing
newspaper, magazine pieces, book manuscripts, other manuscripts

Administering
a department of people, programs; a specific activity, such as a test

Deciding
making decisions about the use of money, making decisions involving the physical safety of others, making decisions about alternative courses of action

Classifying
sorting information into categories, deciding about placement of people into programs

Researching
extracting information from library, obtaining information directly from people, obtaining information from physical data

Analyzing
quantitative data, statistical data, physical or scientific data, human/social situations

Rewriting
technical language into popular form, revising articles or manuscripts

Assembling
technical apparatus or equipment, items of information into a coherent whole

Using Instruments
of a scientific nature, of a medical nature; related to motion, transportation

Inspecting
physical objects, to meet standards; people, to determine criteria or detect information

Appraising
evaluating programs or services, judging the value of property, evaluating performance of individuals

Auditing
assessing the financial status of an organization

Recruiting
attempting to acquire the services of people for an organization

Interviewing
evaluating applicants to an organization, obtaining information from others

Processing
the orderly flow of electronic data, introducing an individual to the procedures of an organization, identifying the human interactions taking place in a group, channeling information through a system

Investigating
seeking information which individuals may attempt to keep secret, seeking the underlying causes for a problem

Corresponding
answering inquiries by mail, initiating letters with others, soliciting business by direct mail

Treating
treating physical ailments of humans, animals

Teaching
in the school or college classroom, individuals to perform certain tasks (training), tutoring individuals in certain subjects

Rehabilitation
helping people to resume use of physical limbs; working with patients through non-physical media, such as art, music, etc.

Laboratory Working
setting up scientific equipment, obtaining results from controlled experiments

Supervising
directly overseeing the work of others in a white-collar setting; supervising laborers, physical workers; overseeing a physical plant, building, set of apartments, etc.

Monitoring
following the progress of another person; observing progress on equipment, apparatus

Managing
being responsible for the work of others, having responsibility for the processing of information or data, guiding the activities of a

team; having responsibility for meeting the objectives of an organization, or department (i.e., executive)

Meeting the Public
having position of a receptionist, greeter giving tours, being a public representative of an agency, selling products in a public place, dealing with the public in a service capacity (i.e., policeman, barber), acquiring information (survey-taker)

Organizing
bringing people together for certain tasks; gathering information and arranging it in clear, interpretable form; arranging political activity, rousing the public to action

Outdoor Working
involvement with the land and its resources, involvement with animal life (conservation), testing oneself against physical challenges, involvement with animals of nature (procuring), collecting scientific data, recasting the land for commercial use

Persuading
influencing others to see your point of view, using influence with others where money is involved, persuading others to help you.

Reading
reading large amounts of material quickly, reading written materials with great care, reading numbers or symbols at a great distance, reading illegible or very small writing

Imagining
new ways of dealing with old problems, theoretical relationships, artistic ideas or perspectives

Repeating
the same procedure many times, many attempts to obtain a difficult result

Anticipating
staying one step ahead of moods of the public, being able to sense what will be fashionable in consumer goods; expecting a problem before it develops, seeing the first signs

Toleration
misbehavior, lack of follow-through, or the mistakes of people for whom you are responsible; lack of support for the work you are doing, misunderstanding of the work you are doing; anonymity, no public rewards or recognition for your work

Explaining
justifying one's actions to others, making obscure ideas clear to others

Planning
anticipating future needs of a company or organization, scheduling a sequence of events; arranging an itinerary, for a trip

Obtaining Information
from written sources, documents; from unwilling individuals

Preparing
scientific equipment or specimens, written materials for a presentation

Promoting
through written media; on a personal basis, one-to-one; arranging financial backing

Locating
finding people who are missing, detecting missing information, identifying sources of help for others

Arranging
social functions, events; meetings between specific people

Group Facilitating
facilitating the positive interaction of members of a group, specific facilitation involving therapy

Recording
numerical, quantitative data; scientific data, using instruments; using audio or video recorders

Operating
scientific equipment; mechanical devices, vehicles, etc.; electronic data equipment, computers, etc.

Handling Complaints
from customers of retail stores, from stockholders of corporations, from citizens to government agencies, from parents of school or college students

Dispensing
information to the public; materials, equipment, medicines, etc.

Displaying
ideas in artistic form, pictures for public display, products in store windows; equipment, mechanical devices

Updating
keeping a file of information up-to-date, completing historical record of a person, acquiring new information on an old topic

Proposal Writing
for government funding, for revising in-house operations

Budgeting
outlining the costs of a project, assuring that money will not be spent that exceeds available funds; using money efficiently, economically

Developing Mathematical Models
for scientific phenomena, for behavioral phenomena, for economic phenomena

Dramatizing
business/commercial ideas (e.g., advertising presentation); social concerns, problems; working behind the scenes for dramatic events

Programming
electronic computers, developing and arranging sequence of events

Entertaining
on an in-person basis, to audiences; via electronic media; giving parties, social events

Fund Raising
on person-to-person basis, such as door-to-door collecting for charity; from large foundations, organizations; for political candidates, in-person basis; through sale of products, through advertising methods

Record Keeping
orderly keeping of numerical data records, keeping log of sequential information, creating and maintaining files, clear and accurate financial records, orderly record of services rendered

Speaking
speaking publicly to an audience, speaking individually to many people, speaking on electronic media (radio, TV), speaking with clear diction

Serving
providing a service to an individual, serving a product (e.g., food) to individuals

Printing
using mechanical printing equipment, printing letters carefully by hand

Selling
selling ideas to others personally, selling ideas with words, selling products to individual households, selling government policies to the public

Counseling
helping people with personal/emotional concerns, helping people with life development concerns; career, finances, etc.; helping people with educational plans, helping people with family matters

Confronting
obtaining decisions from reluctant dragons, giving bad news to others, obtaining information from others who are unwilling to disclose it, resolving personal conflicts with others

Politicking
generating support for one's ideas within an organization, generating financial support from another agency or organization, attempting to

influence policy within an organization or company

Committee Working
attaining objectives through committee processes, creating and implementing committee structures

Designing
physical interiors of rooms, exteriors of buildings, plans involving processing of information

Constructing
mechanical apparatus; physical objects, furniture, etc.; involving house construction or similar

Compiling
gathering numerical, statistical data; accumulating facts in a given topic area

Setting Up
arranging for a demonstration of some physical apparatus; getting people and things ready for a show, an exhibit, or such

Reviewing
re-assessing the effects of a program, re-assessing the performance of an individual; evaluating a play, movie, etc.

Evaluating
assessing a program to determine its success in meeting its objectives, judging the performance of an individual

Calculating
performing mathematical computations, assessing the risks of an activity that is contemplated

Translating
expressing the words of one language in the words of another, reducing sophisticated language to simpler terms

Estimating
judging the likely costs of an operation, projecting possibilities of future income, juding physical space accurately

Timing
organizing time effeciently so that many tasks are completed in a finite time period, arranging an event so that it occurs at precisely the right moment

Coordinating
numerous events involving different people, great quantities of information, activities in different physical locations, events in time sequence

Observing
money or services from people who owe items from widely scattered sources, many items in a single class (e.g., stamps)

Interpreting
other languages, obscure phrases or passages in English, meaning associated with statistical data

Examining
administering written tests, making a financial assessment, looking for physical/medical symptoms

Questioning
obtaining evidence in legal situations, asking creative questions in fluid situations

Exhibiting
showing publicly, or demonstrating

Distributing
products to people personally; marketing products effectively, making them available to possible customers

Negotiating
financial contracts, between individuals or groups in conflict

Controlling
exercising financial control; crowd behavior, behavior of children; environmental control operations

Protecting
protecting people from physical harm, protecting property from people, building protective devices or equipment, preventing destructive natural phenomena

Advising
giving financial counsel, advice; advice in an educational system

Measuring
obtaining accurate scientific measurements

Mapping
mapping geographical, physical boundaries and space; putting sequences of events into graphic form

Predicting
forecasting physical phenomena, forecasting psychological/social events, forecasting the outcomes of contests, forecasting economic data

Coaching
guiding the activities of an athletic team; tutoring, in academic subjects, or other pursuits, on a one-to-one basis

Creating
artistically (visual arts, performing arts), new ideas for an organization, new ways of solving mechanical problems; inventing new apparatus, equipment

Repairing
mechanical devices, equipment, furniture, doors, walls, etc.

Hurrying
working at a fast pace, moving quickly from place to place

Abstracting/Conceptualizing
parts of a system into a whole, non-observable physical phenomena, ideas from surface events, new spatial relationships

Expressing Feelings
on a personal basis, to an individual; emoting powerfully to groups, audiences

Mediating
being a peacemaker between conflicting parties; acting as liaison between competing interests, or differing constituencies

Dealing with Pressure
risks toward self, physical and otherwise; risks toward others; time pressure, deadlines for getting work done; complaints, abuse, etc., from others

Handling Detail Work
doing numerous small tasks within a short period of time, making sure that small details are not left unattended

Enduring
long hours of work, physical danger, people who are "difficult," periods of being alone, physical hardship

Initiating
personal contacts with strangers; new ideas, ways of doing things, new approaches

Listening
to extended conversations between others, to extended conversations from one person in order to help him; to recording devices, or other monotonous listening situations

Moving with Dexterity
being able to move athletically, with speed and grace

Working with Precision
on physical materials, with numerical data, in time and space situations calling for little error

Dealing with Unknowns
making decisions based upon severely limited information, making hypotheses about phenomena virtually unknown

Delegating
distributing tasks to others, giving responsibility to others on a work team

Trouble-Shooting
finding sources of difficulty in human relations, detecting sources of difficulty in a physical apparatus

Remembering
large quantities of information, for immediate recall; names, faces, places, etc.; long sequences of events or instructions

Talking
for long periods of time, uninterrupted; able to sustain social chatter

Observing
small details in physical objects, small details in written materials

Finding
information from obscure, remote, or varied sources; finding people who can be helpful to you or others

Motivating
others for peak physical performances; others for psychological efforts, helping them to overcome their inertia

UNIT IV

RESUME COVER LETTER

If you send your resume to a prospective employer, a cover letter should accompany it. The letter should not contain the same information as is contained in the resume, but should serve to introduce you. You should include in the letter where you learned of the availability of the job, if you are applying for a specific opening, and why you feel you can be of benefit to the employer. Again, there are no hard and fast rules, but there are some general guidelines. Each letter should be individually typed. Do not use a form letter. It should be addressed to a specific person when possible, instead of "Dear Sir or Madam." Your cover letter should be neat, of course, and the guidelines for the use of correct grammar and spelling apply.

Study example D to obtain some ideas for a cover letter. Type an appropriate cover letter for your resume and job goal. You may use a fictitious name and organization as the recipient of your letter. A copy of this letter is to be handed in as an evaluation of this unit.

***

EXAMPLE D

1313 Mockingbird Lane
Roanoke, Virginia 24099
August 1, 1976

Mrs. Ruth Goldberg
Personnel Director
Acme Goods Company
Dayton, Kentucky 41074

Dear Mrs. Goldberg:

I am writing to place my name in consideration for Route Salesperson at Acme Goods Company. The availability of this position was made known to me by the Virginia Western Community College Placement Office. As you see from my resume, I am interested in the product distribution method of Acme. I believe I have the necessary skills and motivation to succeed in an organization such as Acme. If given the opportunity for employment, I look forward to a mutually beneficial relationship.

Thank you for your time, I look forward to hearing from you.

Sincerely,

Jan S. Face

enclosure

UNIT V

APPLICATION FOR EMPLOYMENT

Application forms should pose no large problem. They are very specific about what they request. Your task is to merely supply the information. However, there are guidelines that you should follow. Always complete the application in ink (unless otherwise stated on the application). Complete the application by printing. If the application is given to you to take home, type the information. Give all the information requested. If an area of the application does not pertain to you, place "N/A" (not applicable) in the space. Needless to say, the application should be completed neatly. If you are going to a personnel office with the intention of completing an application, be sure you know your Social Security number, the addresses of former employers, and important dates. All this information should be on your resume. Do not assume that because the information is on your resume that you need not repeat it on the application. If you don't understand exactly what information is requested, ask a staff member in the personnel office. However, think about a question and don't ask questions that have obvious answers. Return the application to the person who gave it to you. This will reduce the chance of it becoming lost.

*** Complete the sample application on the following pages. It will be submitted as the evaluation of Unit V.

APPLICATION FOR EMPLOYMENT

(PLEASE WRITE PLAINLY)

PERSONAL

Date: _____

NAME _____ Social Security No. _____
Last First Middle Initial

PRESENT ADDRESS _____ TELEPHONE NO. _____
No. Street City State

HOW LONG HAVE YOU LIVED AT ABOVE ADDRESS? _____ ARE YOU A CITIZEN? _____

PREVIOUS ADDRESS _____ HOW LONG DID YOU LIVE THERE? _____
No. Street City State

Date of BIRTH _____ SEX: M ____ F ____ HEIGHT ____ ft. ____ in. ____ WEIGHT ____ lbs.
Mo. Day Yr.

MARITAL STATUS: Single ☐ Engaged ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Date of Marriage _____

No. of Dependents including Yourself _____ No. of Children _____ Their Ages _____

Does your Wife/Husband Work? _____ If yes, what kind? _____ His or her earnings $ _____ per week

Do you own your own home? _____ Pay Rent? _____ Monthly rent (if you rent) _____ Own a car? _____

Do you have any physical defects? _____ if yes, describe _____

_____

Do you have a hernia? _____

Have you had a major illness in the past 5 years? _____ if yes, describe _____

Have you received compensation for injuries? _____ If yes, describe _____

_____

POSITION(S) APPLIED FOR _____ Rate of Pay Expected $ _____ per week

Would you Work: Full-Time ____ Part-Time ____ Specify days and hours if part time _____

Were you previously employed by us? _____ If yes, when? _____

List any friends or relatives working for us _____
Name Relationship

_____
Name Relationship

Were you ever arrested? _____ If yes, describe in full _____

_____

If your application is considered favorably, on what date will you be available for work? _____ 19____

Nearest person to be notified in case of accident or emergency:

_____ _____
Name Address

_____ _____
Phone Number

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with the Company? _____

_____

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Years Attended From	Years Attended To	Check Last Year Completed				Did You Graduate?	List Diploma or Degree
Elementary					5	6	7	8	☐ Yes ☐ No	
High					1	2	3	4	☐ Yes ☐ No	
College					1	2	3	4	☐ Yes ☐ No	
Other (Specify)					1	2	3	4	☐ Yes ☐ No	

MILITARY SERVICE RECORD

What is your present Selective Service classification? _____ Reason _____

Were you in U. S. Armed Forces? Yes _____ No _____ If yes, what Branch? _____

Dates of Duty: FROM _____ (Day Mo. Year) TO _____ (Day Mo. Year) List Duties in the Servi

Including Special Training _____

Rank at Discharge _____ Reason for Discharge _____

Have you taken any training under the G. I. Bill of Rights? _____

If yes, What Training did you Take? _____

PERSONAL REFERENCES (Not Former Employers or Relatives)

NAME AND OCCUPATION	ADDRESS	PHONE NUMBER

I List Below, Beginning With Your Most Recent, All Prior and Past Employment

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe in Detail the Work You Did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Name									
Address									
Type of Business									

II

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe in Detail the Work You Did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Name									
Address									
Type of Business									

III

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe in Detail the Work You Did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Name									
Address									
Type of Business									

IV

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe in Detail the Work You Did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Name									
Address									
Type of Business									

V

Name and Address of Company and Type of Business	From Mo	From Yr	To Mo	To Yr	Describe in Detail the Work You Did	Weekly Starting Salary	Weekly Last Salary	Reason for Leaving	Name of Supervisor
Name									
Address									
Type of Business									

Have you ever been bonded? If yes, on what jobs? _____

May we contact the employers listed above? _____ If not, indicate by No. which one(s) you do not wish us to contact _____

_____

The facts set forth above in my application for employment are true and complete. I understand that if employed false statements on this application shall be considered sufficient cause for dismissal.

_____
Signature of Applicant

REMARKS, OR OTHER INFORMATION YOU WOULD LIKE TO LIST:

APPLICANT — DO NOT WRITE BELOW THIS LINE

G	V	N	S	P	Q	K	F	M
___	___	___	___	___	___	___	___	___

UNIT VI

THE INTERVIEW

The interview is your personal contact with your prospective employer. No matter how impressive your qualifications are, the interview will determine whether or not you are hired. Employers want people whom they feel will fit into their organization. Use common sense. That is the best guide to successful interviewing.

View the interview skills video cassette in the Career Life Development Center. After you are finished, complete the worksheet immediately following. This worksheet is to be submitted as the evaluation of this unit.

Extra credit: You can obtain extra credit by making arrangements with the CLDC for a role play interview. The role play will be video taped. Evaluation will consist of a 200-250 word written critique of your interview.

WORKSHEET ON INTERVIEW SKILLS

*** The answers to the questions below will draw from two resources: 1) the video presentation and 2) your common sense. Please respond to each item, using the space provided.

1. What are the six concerns on the video tape that are important to interviewing?
   a.

   b.

   c.

   d.

   e.

   f.

2. Dress for an interview should be appropriate. Would you need to dress as well as the model on the video tape if you were applying for a job in a gas station? Why or why not?

3. Why is posture important during an interview?

4. How can you show attentiveness during the interview?

5. Your interviewer asks why you are applying for this job. You start to ramble about how your great uncle did similar work and then talk about what a great football player your great uncle was. Is this likely to help your interview? Why or why not?

6. Telling your interviewer that you can do anything is sure to improve your chances for being hired. Is this true of false? Justify your answer.

7. Where could you locate some information about a prospective employer prior to an interview?

8. What are two appropriate questions you might ask during a job interview?

9. On the way to a job interview, your car b
been towed to a service station, but it wi
time for you to keep your appointment. Wh
rely on common sense for this answer)

10. Your interviewer is non-committal at the end
you are neither offered nor refused the job.
says, "We'll contact you after we're finished
Should you press for a definite answer? What
action for you if you hear nothing after one we

11. It would be "mickey mouse" to write a letter after
to thank the interviewer for his/her time. Suppor
statement and justify your response.

UNIT VII

PROSPECTIVE EMPLOYERS

Identify three possible employers.

After you have written a resume, you will need potential employers to view it. Read pages 108-150 in What Color is Your Parachute?? by R. Bolles, (Ten Speed Press, Berkely, CA, 1975) If you have time, read the entire book. (Don't worry - it's only 299 pages of big print and lots of pictures!) There are copies in the Career Life Development Center. After reading the assignment, put the ideas to use by actually listing three individuals (by name) whom you could contact if you were actually seeking employment. These contact people should be individuals who are responsible for hiring people for positions such as your job goal. Also, include their addresses and their organizations' names.

***

1. Name _____ Company _____
   Address _____
   Title _____

2. Name _____ Company _____
   Address _____
   Title _____

3. Name _____ Company _____
   Address _____
   Title _____

UNIT VIII

EMPLOYMENT TESTS

Many employers request that you sit for one or more examinations during employment consideration. There are many types of tests you may be asked to take, but Federal regulations require that any screening test given be directly related to the position. An example would be a finger dexterity test that is given to applicants for an electronics assembler job. Most of these tests are standardized and you will not be able to specifically prepare for them.

Some tests are really not tests at all, but personality or interest inventories. These types of measures have no right or wrong answer. They are designed to allow the employer to obtain information about your psychological make-up.

There are some guidelines to follow if you know you will be asked to take employment tests. First of all, consider the type of job you want. The tests you will be asked to take involve skills necessary for that job. If you apply for a typist position, be prepared to take a typing test. If you want a clerk's position, mathematics will probably be involved. While you can't know exactly what will be on the test, you can brush up on skills you may be asked to demonstrate.

If you are asked to take a personality inventory, try to answer as honestly as possible. These inventories often have scales that detect people who are trying to make a good impression. Don't try to second guess the questions. You will probably only confuse the results and place yourself in a poor position.

Follow all directions carefully. Use pencil to answer the questions, unless otherwise stated. It's much easier and neater to correct an answer in pencil than in pen. Also, some tests are machine scored and pencil must be used. If the test is timed, don't waste time on questions you can't answer. Usually you will be told if there is a penalty for guessing. If there is not a penalty, respond to each item. This improves your chances for a good score. Many skill tests have progressively more difficult questions. Therefore, answer the questions in order - don't jump around.

Be careful to answer questions in the correct space if a separate answer sheet is provided. People who skip a question and then start answering in the wrong place will greatly reduce their score. Often employers are unwilling or unable to give the examination over if you make such a mistake.

Try not to get too "nervous" about taking a test. A little anxiety healthy to motivate you, but an overwhelming "uptightness" will seriou hamper your performance. There is no easy way to overcome nervousness, but taking one or two deep breaths is often helpful. In most cases, yo can take a few seconds to look over the test without drastically reduci the amount of time you still have left to work. Most tests allow more

than enough time to complete the entire test, unless, of course, you are told the test will be measuring how quickly you can perform a particular task. In this instance, don't expect to answer all the questions since usually there are more items than most individuals can answer in the allotted time.

There is no evaluation for this unit.

EVALUATION OF MODULE IV: JOB SEEKING SKILLS

Please respond as honestly as possible to the following statements. Your comments will be useful to us as we attempt to provide better information to students. Thanks for your time and effort.

KEY:
- Strongly Agree = 1
- Agree = 2
- Disagree = 3
- Strongly Disagree = 4

STATEMENT	RESPONSES			
1. Was well organized	1	2	3	4
2. Directions clearly stated	1	2	3	4
3. Exercises related to the goals and objectives	1	2	3	4
4. Information was helpful	1	2	3	4
5. Would recommend to others	1	2	3	4

COMMENTS: (Hints: Most and least beneficial sections, new areas for inclusion in this module, etc.)

OBJECTIVES FOR SUPPLEMENTAL INSTRUCTION

A. Adminstrators and Counselors

1. Knowledge of the rationale for CE.
2. Knowledge of the basic tenets of CE.
3. Appreciation of the importance of CE at VWCC.
4. Working knowledge of implementation of CE at VWCC.
5. Knowledge of specific stratagies that will assist in serving as resource personnel in the CE program at VWCC.
6. Stimulation that will facilitate incorporating CE into curriculum based counseling.

B. Faculty (by Division)

1. A1, A2, A3, and A4 as above.
2. Stimulation that will facilitate working with the Counseling Staff for the end of incorporating CE in the classroom.

Career Life Development Center

Seminar

Career Education: An Introduction

Carl McDaniels
Virginia Tech

Wednesday, January 28, 1976 — President's Conference Room

9:00 - 10:00 a.m.	Introduction and Background on Career Education
10:00 - 10:15 a.m.	Break
10:15 - 10:30 a.m.	Questions and Answers
10:30 - 11:30 a.m.	Career Education - A Plan of Action
11:30 - 12:00 noon	Deciding Next Steps
	Questions and Answers
	Evaluation

BASIC PHILOSOPHY

1. "CAREER": "CAREER" MEANS MUCH MORE THAN ONE'S JOB OR OCCUPATION. IT IS A "LIFESTYLE" CONCEPT WHICH ALSO INVOLVES A SEQUENCE OF OCCUPATIONS OR OCCUPATIONAL-RELATED ACTIVITY IN WHICH ONE ENGAGES.

2. "WORK": "WORK" VALUES ARE A PART OF HUMAN VALUES. TO ISOLATE ONE'S WORK FROM OTHER INTERESTS, VALUES, DECISIONS, AND ACTIVITIES IS TO DICHOTOMIZE A PERSON'S LIFE IN SCHIZOID FASHION. BRIEFLY, "WORK" IS CONSIDERED AS ALL CONSCIOUS EFFORTS PRODUCING BENEFITS FOR ONESELF AND/OR OTHERS.

3. "LEISURE": "LEISURE" CONSISTS OF RELATIVELY SELF DETERMINED ACTIVITIES AND EXPERIENCES WHICH ARE AVAILABLE DUE TO HAVING DISCRETIONARY INCOME, TIME AND SOCIAL BEHAVIOR. MAY BE PHYSICAL ACTIVITIES, INTELLECTUAL ACTIVITIES, VOLUNTEER ACTIVITIES, CREATIVE ACTIVITIES OR COMBINATION OF THESE ACTIVITIES.

4. "CAREER DEVELOPMENT": "CAREER DEVELOPMENT" IS A PART OF HUMAN DEVELOPMENT. AS A PERSON DEVELOPS FROM STAGE TO STAGE, THE AWARENESS, EXPLORATION, AND PREPARATION FOR PARTICULAR CAREERS ARE A MAJOR PART OF TOTAL LIFE DEVELOPMENT.

5. "CAREER EDUCATION": "CAREER EDUCATION" IS AN EDUCATIONAL PROGRAM WHICH ATTEMPTS TO PROVIDE ALL PERSONS (K-ADULT) WITH KNOWLEDGE ABOUT THE WORLD OF WORK AND ABOUT THEMSELVES SO THEY CAN MAKE RATIONAL CAREER DECISIONS AND HAVE OCCUPATIONAL TRAINING PROGRAMS TO IMPLEMENT THOSE DECISIONS.

BASIC PROBLEM AND BASIC GOALS

SIMPLY STATED, THE BASIC PROBLEM IS: TOO MANY STUDENTS ARE DISORIENTED IN THEIR CAREER DEVELOPMENT. WHILE EDUCATORS NEED NOT BE ASKED TO TAKE TOTAL RESPONSIBILITY FOR THIS, THEY CAN DO THEIR PART TO HELP SOLVE THE PROBLEM. THERE ARE MANY COMPONENT CONCERNS WHICH TOGETHER CONSTITUTE THE BASIC PROBLEM. SOME OF THESE ARE:

1. GRASPING RELATIONSHIPS BETWEEN THE CLASSROOM AND THE WORLD OF WORK,
2. FORMING AND TESTING WORK VALUES,
3. DEVELOPING IMMEDIATELY ACADEMIC SKILLS,
4. DEVELOPING CRITICAL CAREER SKILLS,
5. DEVELOPING A CAREER SELF-CONCEPT,
6. SECURING ACCURATE AND CURRENT CAREER INFORMATION,
7. OVERCOMING INEQUALITY OF CAREER OPPORTUNITY.

NEGATIVELY STATED, THESE NEEDS OUTLINE THE PROBLEM. POSITIVELY STATED, THEY EXPRESS THE GOALS (INTENDED OUTCOMES).

BRIEF PROGRAM MODEL

INTRODUCTION

AMONG MANY OTHER CHANGES AT THE HIGHER EDUCATION LEVEL, THERE HAS BEEN A STEADY MOVEMENT IN THE DIRECTION OF STUDENTS' CAREER CONCERNS. AN INSTITUTION-WIDE CAREER DEVELOPMENT PROGRAM BUILDS ON THIS FOUNDATION, BRINGING CAREER AWARENESS, EXPLORATION, AND PLACEMENT INTO THE VERY CURRENT OF THE ACADEMIC MAINSTREAM. SMALLER CAREER RELATED PROGRAMS, FORMAL AND INFORMAL, HAVE PREVIOUSLY BEEN ACTIVE, PROVIDING A STRONG FOUNDATION TO SUPPORT THIS COMPREHENSIVE INSTITUTION-WIDE EFFORT.

THE FOLLOWING FEATURES ARE EMPHASIZED:

1. IT IS A COMPREHENSIVE PROGRAM, COORDINATING INSTITUTIONAL EFFORTS AT EVERY LEVEL.
2. THE OPERATIONAL PLAN ORIGINATES FROM MANY FACULTY AND STAFF.
3. IT INFUSES THE ACADEMIC MAINSTREAM.
4. IT IS HOUSED UNDER THE HIGHEST CAMPUS AUTHORITY.
5. IT INVOLVES THE BUSINESS-LABOR-PROFESSIONAL-COMMERCIAL COMMUNITY.
6. IT INCLUDES A TEACHER-TRAINING COMPONENT.
7. IT IS SUSTAINED BY A COORDINATED SUPPORT SYSTEM.

2. TO DEVELOP A SUPPORT SYSTEM. TO ASSIST THE CAREER DEVELOPMENT TEAMS IN THE ACADEMIC MAINSTREAM, A SUPPORT SYSTEM IS MOBILIZED TO PROVIDE:

   A. CAREER EDUCATION MATERIALS AND METHODS,

   B. ACCURATE AND CURRENT CAREER INFORMATION,

   C. TESTING AND COUNSELING SERVICES,

   D. INTERNSHIP AND WORK-LEARNING ASSISTANCE, OR COOPERATIVE EDUCATION,

   E. AN EXPLICIT CAREER EXPLORATION COURSE,

   F. SPECIAL EFFORTS FOR MINORITY, HANDICAPPED, AND WOMEN STUDENTS.

3. TO DEVELOP A COMMUNITY OUTREACH SYSTEM. TO GUARD AGAINST INBREEDING AND INSTITUTIONAL NARCISSISM, AN OUTREACH SYSTEM INVOLVES THE BUSINESS-LABOR-PROFESSIONAL-GOVERNMENTAL COMMUNITIES THROUGH:

A. A TOP LEVEL COMMUNITY-UNIVERSITY CAREER DEVELOPMENT BOARD, GUIDING THE COMPREHENSIVE PROGRAM,

B. GRASSROOT INTERNSHIPS (PAID AND NON-PAID), WHERE STUDENTS ARE PLACED IN THE COMMUNITY INTERACTING, ON THE EVERYDAY LEVEL,

C. CAREER EDUCATION EMPHASIS AND PRACTICE IN TEACHER-TRAINING,

D. ALUMNI SERVING AS ADJUNCT FACULTY, CURRICULUM CONSULTANTS, AND SPEAKERS,

E. THE CAREER EDUCATION TASK FORCE OF A STATE CONSORTIUM FOR THE DEVELOPMENT OF HIGHER EDUCATION.

DIMENSIONS OF CAREER EDUCATION

THE STUDENT WILL:

1. IDENTIFY VALUES, INTERESTS, ABILITIES, NEEDS AND OTHER SELF CHARACTERISTICS AS THEY RELATE TO OCCUPATIONAL ROLES. (SELF DIMENSION)

2. EXPLORE OCCUPATIONAL AREAS AND DESCRIBE OPPORTUNITIES, POTENTIAL SATISFACTIONS, REQUIRED ROLES OF WORKERS AND OTHER RELATED DIMENSIONS. (OCCUPATIONAL INFORMATION DIMENSION)

3. DESCRIBE THE PSYCHOLOGICAL MEANING OF WORK AND ITS VALUE IN THE HUMAN EXPERIENCE. (PSYCHOLOGY OF WORK DIMENSION)

4. DESCRIBE MODERN WORK STRUCTURE, AND WORK ENVIRONMENTS, AND ORGANIZATIONAL CHARACTERISTICS. (ORGANIZATIONAL DIMENSION)

5. TELL HOW THE INDIVIDUAL'S ROLE IN WORK IS TIED TO THE WELL-BEING OF THE COMMUNITY. (SOCIAL CONTRIBUTION DIMENSION)

DIMENSIONS OF CAREER EDUCATION

THE STUDENT WILL:

6. DEMONSTRATE PLANFULNESS IN STRIVING TO ACHIEVE OCCUPATIONAL GOALS AND OBJECTIVES. (PLANFULNESS DIMENSION)

7. DEMONSTRATE THROUGH WORK-RELEVANT BEHAVIOR THAT ONE IS ACQUIRING A CONCEPT OF SELF AS A PRODUCTIVE PERSON IN A WORK-CENTERED SOCIETY. (WORK ETHICS DIMENSION)

8. DESCRIBE THAT RELATIONSHIP WHICH EXISTS BETWEEN BASIC SKILLS, MARKETABLE SKILLS, AND INTERPERSONAL SKILLS AND THE JOBS ONE CAN REASONABLY ASPIRE TO IN ADULT LIFE. (SCHOOL-WORK RELATIONSHIP DIMENSION)

9. DEMONSTRATE POSSESSION OF A REASONABLE DEGREE OF BASIC SKILLS, KNOWLEDGES, AND BEHAVIORAL CHARACTERISTICS ASSOCIATED WITH SOME TYPE OF WORK OR OCCUPATIONAL AREA. (OCCUPATIONAL PREPARATION)

10. DEMONSTRATE THROUGH WORK-RELEVANT BEHAVIOR AN ABILITY TO LEARN, ADJUST TO, AND ADVANCE IN ONE'S CHOSEN OCCUPATION. (WORK ADJUSTMENT DIMENSION)

CAREER EDUCATION IN CLASSROOM INSTRUCTION

WHAT IT IS NOT!

Vocational Education

At most educational levels Career Education is misconstrued as vocational education. At the university level obviously this is not the case. Career Education at the higher education level is tailored to developing a lifestyle. Life and work are not a dichotomy. Neither is a job a career. A career is a developing lifestyle involving everything from paid employment to leisure activities. This is Career Education's goal.

New Majors or Minors

Career Education does not involve the creation of new courses and programs. Career Education can take place in every classroom, for a career dimension exists for every subject. The instructor, in his own way, according to his own values, makes the students aware of this element.

A Consuming Overhaul

Career Education does not necessarily add any new component or overhaul any component in higher education. It does not have to mean changing courses or curriculum. But Career Education is an agenda item for students. It is an element that can make a course more exciting. Career Education can be handled in many ways without involving a consuming overhaul of the instructor's content or method of teaching. It does involve making the student aware of the career dimension in a subject, helping him explore deeper, and helping him prepare to make his or her life decisions.

Job Training

Career Education is not training for any specific job. It is preparation for the many job changes, both vertical and horizontal, that each person goes through during his work career. Career Education is the teaching of transferable skills that can be used by the student in any job situation. It is "education for contingency."

A Natural Dimension

Every course already contains high level marketable skills such as analysis skills, communication skills, and recognition skills. The instructor can make his students aware of this dimension, as well as the value dimension which guides decision making. This is Career Education.

Tapping Motivation

A number of studies have shown that the highest scholastic motivation for students is their own Career Development. Instructors can tap this motivation by introducing the element of Career Development into their courses. Academic work improves as motivation increases.

CAREER EDUCATION IN CLASSROOM INSTRUCTION

WHAT IT IS!

Implicit Becomes Explicit

High level marketable skills are already being taught in every course, but often no one informs the students. Career Education involves bringing this "hidden agenda" out into the open.

Education-Work Relationship

Education and work are not a strict dichotomy. The work dimension makes a course more alive to the student. The credibility of both course and instructor increases when it is related to real work.

Valuing

The most critical thing in decision-making is the value structure of the person making the decisions. The exploration of values is a significant part of the classroom experience. Career Education involves the development by the student of a personally meaningful set of work values. For many students the main place these values are developed is in the classroom.

APPENDIX G

Career Opportunities for Minorities Day

Participating Employers

- Adams Construction
- Appalachian Power Company
- Chesapeake and Potomac Telephone Company
- Eaton Corporation
- Eli Lily Company
- First National Exchange Bank
- General Electric Company
- Ingersoll Rand Company
- International Business Machines (IBM) Corporation
- International Telephone and Telegraph (ITT)
- Leggett Department Store
- The Macke Company
- Miller & Rhoads
- Peoples' Federal Savings and Loan Association
- Roanoke City
- Roanoke Memorial Hospital
- Salem City
- Sears Roebuck and Company
- Wometco Coca Cola Company

"CAREER OPPORTUNITIES FOR MINORITIES" DAY

SPONSORS:
VIRGINIA WESTERN COMMUNITY COLLEGE
CAREER LIFE DEVELOPMENT CENTER

Program

9:00	Opening Remarks	Mr. Dale S. Furbish, Coordinator Career Life Development Center
9:05	Welcome	Dr. Harold H. Hopper, President Virginia Western Community College
9:10	Introduction of Speaker	Dr. Noel Taylor, Mayor City of Roanoke
9:15	Keynote Speaker	Mr. James B. Spurlock, Jr. Deputy Assistant, Governor's Cabinet
9:45	Panel Discussion on Career Opportunities	Moderator - Mr. Donald Anderson Federal Grants Officer Virginia Western Community College
10:15	Individual meetings with Local Employer Representatives	Exhibition Hall Belle Newman {VEC Barry Agnew Jim McNally Jim Sullivan Jim Beatty Jim White
11:30	Return to individual schools	
12:00		

Career Opportunities for Minorities Day is a chance for you to:

1. Discover promising occupations of the future.
2. Learn the qualifications you will need for selected occupations.
3. Identify possible sources of employment.
4. Explore the realities of working in selected occupations.
5. Discuss your plans with representatives of local employers.

Take full advantage of this opportunity! A satisfying and fulfilling career takes planning and now is the time to start.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS *(see NOTE above)* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6))* NUMBER WHO ARE			OF THE TOTAL *(column (6))* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	*TOTAL (sum of columns (1) through (5))* (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY *(K-6)*	0	0	0	0	0	0	0	0	0	0	0
MIDDLE/JUNIOR HIGH *(7-9)*	0	0	0	0	0	0	0	0	0	0	0
SENIOR HIGH *(10-12)*	0	0	415	30	0	445	a	a	a	a	a
2-YEAR COLLEGE	0	7	223	1764	0	1994	20	b	299	897	1097
4-YEAR COLLEGE	0	0	3	4	0	7	0	0	0	4	3
ADULTS *(non-matriculated)*	0	0	15	28	0	43	14	c	12	22	21
SUB-TOTAL	0	7	656	1826	0	2489	34	0	311	923	1121
EDUCATIONAL PERSONNEL											
TEACHERS	0	0	1	19	0	20				11	9
COUNSELORS	0	1	0	11	0	12				9	3
ADMINISTRATORS	0	0	1	8	0	9				9	0
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	0	0	16	123	0	139					
PARENTS	0	0	0	0	0	0					
OTHER *(specify)*	0	0	0	0	0	0					
TOTAL	0	8	674	1987	0	2669					

OE FORM 467, 2/76

142

Please see attached explanations.

143

a - Participants in this category attended the Career Opportunities for Minorities Day. No accurate statistics can be calculated for this group.

b - No accurate calculation of gifted and talented can be made for the Community College population served.

c - No accurate calculations of gifted and talented can be made for the adult population served.